Ministère de l'Éducation

Ontario

Le curriculum de l'Ontario
9^e et 10^e année

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INTRODUCTION

Le présent document *Le curriculum de l'Ontario – English, 9^e^ et 10^e^ année, Révisé, 2007* est destiné aux écoles de langue française; il remplace le document *Le curriculum de l'Ontario – English, 9^e^ et 10^e^ année, 1999*. À compter de septembre 2007, tout le programme d'English, de 9^e^ et 10^e^ année, sera fondé sur les attentes et les contenus d'apprentissage énoncés dans les pages suivantes.

LES ÉCOLES SECONDAIRES AU XXI^e^ SIÈCLE

Les écoles secondaires de l'Ontario offrent à tous les élèves un programme d'études varié et planifié de grande qualité. Ce programme vise la réussite de tous les élèves dans la destination de leur choix. La mise à jour du curriculum de l'Ontario, de pair avec un élargissement des options d'apprentissage offertes à l'extérieur de la salle de classe, intègre l'apprentissage des compétences essentielles pour réussir au XXI^e^ siècle et respecte les champs d'intérêt, les points forts ainsi que les besoins des élèves.

L'ÉCOLE DE LANGUE FRANÇAISE

À l'école secondaire de langue française, un apprentissage de qualité se déroule dans un environnement propice à la construction de l'identité francophone. En effet, s'éveiller et s'ouvrir à la francophonie, prendre conscience de ses enjeux, identifier ses caractéristiques, s'y engager avec fierté et contribuer à la vitalité de ses institutions, tout cela correspond sans aucun doute à la plus-value de l'apprentissage proposé.

À l'appui du mandat de l'école de langue française, la *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française, 2004* définit la nature et la portée des interventions en aménagement linguistique ainsi que les résultats escomptés. Ces résultats sont de trois ordres.

- Pour les élèves : capacité accrue à acquérir les compétences en communication orale afin de maximiser l'apprentissage et la construction identitaire.
- Pour le personnel scolaire : capacité accrue à œuvrer en milieu minoritaire afin d'appuyer les apprentissages scolaires et le développement identitaire de chaque élève.
- Pour les conseils scolaires : capacité accrue à maintenir et à augmenter l'effectif scolaire afin de contribuer à la vitalité des écoles de langue française et de la communauté francophone.

Lors de la planification des activités d'enseignement et d'apprentissage, le personnel enseignant de l'école conçoit des interventions en aménagement linguistique qui réunissent les conditions favorables à la création d'un espace francophone respectueux du dynamisme et du pluralisme de la communauté et qui contrent les effets négatifs du contexte anglo-dominant sur la réussite des élèves. De cette manière, l'école devient un milieu de bilinguisme additif qui permet d'acquérir de solides compétences langagières en français à l'oral et à l'écrit. Elle invite les élèves à prendre conscience des avantages de maîtriser les deux langues officielles du Canada. Les élèves utilisent leur capacité à communiquer oralement en français pour apprendre à se connaître, à construire leur identité, à apprendre avec les autres et à faire état de leurs apprentissages.

La politique d'aménagement linguistique de l'Ontario (PAL) comporte, entre autres, deux axes d'intervention qui ciblent la réussite scolaire et le développement de la personne.

L'axe de l'apprentissage. Cet axe d'intervention porte sur l'appropriation des savoirs et le choix de carrière. Le curriculum de l'Ontario définit les compétences transdisciplinaires que tous les élèves doivent acquérir pour évoluer comme francophones dans la vie et dans la société, c'est-à-dire savoir communiquer oralement, savoir lire, savoir écrire, savoir rechercher l'information, savoir se servir des technologies de l'interaction et savoir exercer une pensée critique. Garante de la réussite scolaire, l'acquisition de ces compétences de base se fait graduellement et en parallèle avec la découverte des champs d'intérêt et des talents individuels qui amènera chaque élève à définir son rôle dans la société et à choisir son domaine d'activité professionnelle.

L'axe de la construction identitaire. Cet axe d'intervention porte sur l'appropriation de la culture et le développement de l'identité. En approfondissant sa connaissance du français, l'élève acquiert un ensemble de repères culturels qui lui permettent d'interpréter le monde et de découvrir les traits distinctifs et les manifestations de la francophonie sur le plan matériel et intellectuel. Chez l'élève, ce cheminement culturel vient encadrer sa démarche de construction identitaire qui s'opère en trois étapes interreliées : *l'ouverture et le constat* où l'élève s'éveille au milieu environnant et à la réalité culturelle francophone, *l'expérience* où l'élève prend contact de façon approfondie et plus active avec les contextes socioculturels et *l'affirmation* où l'élève fait des choix déterminants pour s'engager et affirmer son identité.

Puisqu'une langue sert de véhicule à la culture, l'école doit aussi s'assurer de créer des situations d'apprentissage qui permettront aux élèves d'affirmer leur identité comme francophones. Les attentes du curriculum de l'Ontario visent le cheminement de l'élève sur les plans personnel, interpersonnel et professionnel. En incitant les élèves à échanger sur les apprentissages et à les mettre en relation avec leurs émotions, leurs valeurs et leurs connaissances antérieures, on développe simultanément chez l'élève l'expression de la pensée et le courage d'exposer un point de vue et de le confronter à d'autres avec mesure et tolérance. Ainsi, les attentes constituent un tremplin à partir duquel l'élève peut construire son identité tout en perfectionnant ses compétences linguistiques.

En instaurant dans la salle de classe une ambiance collégiale et respectueuse des divers niveaux d'habiletés linguistiques et des différences culturelles, on contribue à rehausser l'estime de soi et à construire une identité forte et engagée chez les élèves.

Finalement, les expériences vécues dans le milieu communautaire et les expériences de travail prévues dans les cours du présent document offrent d'excellentes occasions pour que l'élève s'engage dans des activités sociales, communautaires ou culturelles et consolide ses liens avec la communauté.

LA PLACE DU PROGRAMME-CADRE D'ENGLISH DANS LE CURRICULUM

Le programme-cadre d'English offert dans les écoles de langue française de l'Ontario est stimulant, rigoureux et à la fine pointe du progrès technologique en matière de communication pour permettre aux élèves d'acquérir de solides compétences langagières en anglais. Ainsi préparés, les élèves seront en mesure de participer pleinement à la société canadienne et au monde du travail du XXI^e siècle. Le programme-cadre d'English reconnaît non seulement l'importance de l'anglais dans l'apprentissage et la vie de tous les jours, mais il vise aussi à susciter chez les élèves un intérêt soutenu à l'égard de la lecture et de l'écriture dans la langue anglaise.

Pour satisfaire aux conditions d'obtention du diplôme d'études secondaires, les élèves des écoles de langue française doivent compter un crédit d'English au nombre des 18 crédits obligatoires. Deux cours additionnels d'English peuvent aussi être reconnus en tant que crédits obligatoires. Selon leur niveau de compétences en anglais, les élèves peuvent remplacer les cours d'English par des cours d'anglais pour débutants.

La langue étant à la base de la pensée, de la communication et de l'apprentissage, les élèves ont besoin de fortes compétences en communication orale, en lecture et en écriture pour pouvoir extraire, interpréter et comprendre de l'information et des idées, approfondir leurs domaines d'intérêt et d'étude, s'exprimer clairement et faire preuve de leur apprentissage. Les compétences en anglais sont importantes pour entreprendre des études postsecondaires, suivre des programmes d'apprentissage et accéder au marché du travail. Ces compétences langagières sont d'autant plus importantes pour les élèves qui planifient faire des études collégiales ou universitaires. Elles sont aussi essentielles pour pouvoir s'adapter au monde du travail en constante évolution. Quelle que soit leur destination postsecondaire, tous les élèves doivent pouvoir réfléchir de manière critique et créative et s'exprimer clairement et efficacement en anglais. En apprenant à communiquer en anglais avec clarté et précision, tant à l'oral qu'à l'écrit, ils seront davantage en mesure de réussir ce qu'ils entreprendront après leurs études secondaires.

En lisant et en interprétant une grande diversité d'œuvres littéraires et de textes courants et médiatiques rédigés en anglais et en réfléchissant sur ceux-ci, les élèves approfondissent leur compréhension du Canada anglophone et du monde qui les entoure. En outre, en étudiant des textes littéraires d'auteurs réputés représentant une variété de genres, de périodes historiques et de cultures, les élèves peuvent ainsi examiner des aspirations personnelles et sociales diverses et explorer une foule de possibilités. Grâce à l'étude de la littérature d'expression anglaise dans les cours d'English et d'expression française dans les cours de français, les élèves qui fréquentent les écoles de langue française peuvent renforcer leur capacité à utiliser les deux langues officielles du pays et en faire des outils efficaces sur le plan de la pensée, de l'expression et de la communication.

Les élèves qui fréquentent les écoles de langue française de l'Ontario proviennent de divers milieux culturels et linguistiques. Leur degré de compétence en anglais peut donc varier considérablement. Aussi faut-il tenir compte de cette diversité linguistique et culturelle au moment de choisir les ressources et les approches pédagogiques. Les élèves qui n'ont pas ou qui n'ont que très peu de connaissances en anglais doivent suivre les cours d'anglais pour débutants afin d'acquérir les connaissances de base suffisantes pour suivre un cours d'English. Le but de ces cours d'anglais pour débutants est expliqué à la page 23 et les cours sont décrits en détail dans un programme-cadre distinct.

Les capacités langagières s'acquièrent de manière cumulative, entre autres, en lisant, en écrivant, en discutant de thèmes ou questions et en y réfléchissant. L'emploi de la langue à diverses fins permet aux élèves d'augmenter à la fois leur capacité à communiquer avec précision et leur compréhension du fonctionnement de la langue. Au fil du temps, les élèves comprennent et utilisent la langue avec une aisance et une compétence accrues. On s'attend aussi à ce qu'ils assument la responsabilité de leur apprentissage et à ce qu'ils mettent en pratique leurs capacités langagières dans des contextes plus exigeants et de manière plus complexe.

LE RÔLE DE L'ÉLÈVE

Face à la diversité des possibilités d'apprentissage que l'école lui propose, l'élève a la responsabilité de s'engager résolument et de faire les efforts nécessaires pour réussir. C'est en prenant conscience de ses progrès et du développement de ses habiletés que l'élève sera amené à croire en sa réussite et trouvera la motivation pour assumer cette responsabilité et persévérer dans ses apprentissages. Tous les élèves doivent pouvoir compter sur l'appui et la sollicitude du personnel enseignant et, dans certains cas, sur un soutien supplémentaire.

La maîtrise des connaissances et des habiletés propres au programme d'English requiert de la part de l'élève un engagement sincère. L'élève devrait saisir toutes les occasions possibles en dehors de la classe pour mieux maîtriser les processus de communication. En outre, il importe que l'élève s'implique activement dans ses apprentissages, fournisse les efforts nécessaires, comprenne que patience et persévérance vont de pair avec l'apprentissage et fasse preuve de collaboration et d'esprit d'équipe.

LE RÔLE DES PARENTS

Le rôle des parents[1] dans l'éducation de leur enfant consiste principalement à connaître le curriculum, à accompagner leur enfant dans son apprentissage et à faire du foyer un milieu d'apprentissage et un lieu d'épanouissement culturel.

Connaître le curriculum. L'élève a tendance à fournir un meilleur rendement scolaire lorsque ses parents s'intéressent à ses études. S'ils se familiarisent avec les programmes-cadres du curriculum, les parents sauront quelles sont les connaissances, les habiletés et les compétences que leur enfant doit acquérir dans chaque cours. Ils pourront mieux suivre les progrès scolaires de leur enfant et en discuter en connaissance de cause. Cela leur permettra aussi de collaborer plus étroitement avec l'enseignante ou l'enseignant en vue d'améliorer le rendement scolaire de leur enfant.

Accompagner leur enfant dans son apprentissage. Les parents peuvent manifester leur intérêt pour l'apprentissage de leur enfant de bien des façons, par exemple, en l'encourageant à faire ses travaux, en assistant aux réunions de parents ou en s'assurant qu'il peut faire ses travaux dans un endroit adéquat et dispose de ressources appropriées. En ce qui concerne le présent programme-cadre, les parents peuvent insister sur l'importance du bilinguisme en encourageant leur enfant dans son étude de la langue anglaise tout en valorisant son héritage francophone. Les parents peuvent aussi s'intéresser aux lectures, aux projets de recherche, aux activités de rédaction et de création de textes en posant des questions qui exigeront de leur enfant une réflexion critique par rapport à ses travaux.

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[1] Dans le présent document, le terme *parents* désigne aussi les tutrices et tuteurs.

Faire du foyer un milieu d'apprentissage. Les parents peuvent encourager leur enfant à participer à des activités qui élargiront ses horizons, enrichiront sa compréhension du monde et développeront son esprit critique, qu'il s'agisse de discuter de questions d'actualité traitées dans un bulletin de nouvelles télévisé ou dans l'éditorial du journal régional, de lui proposer un roman à lire ou de l'inviter à un débat public ou à une conférence sur un sujet qui l'intéresse.

Faire du foyer un lieu d'épanouissement culturel. L'appui des parents est essentiel pour favoriser chez leur enfant le développement de l'identité francophone. Le fait de parler français à la maison, de prévoir des activités culturelles et récréatives en français, d'offrir des ressources en français à l'enfant renforcera le travail éducatif accompli à l'école de langue française. Cela aidera l'enfant à mieux réussir à l'école et à s'identifier plus étroitement à la culture d'expression française, dans toute la diversité de ses manifestations.

LE RÔLE DE L'ENSEIGNANTE OU L'ENSEIGNANT

Le rôle de l'enseignante ou l'enseignant, qui consiste à appuyer chaque élève dans sa réussite, s'articule ainsi : créer un milieu d'apprentissage convivial pour l'élève, lui proposer des activités pertinentes et enseigner l'anglais dans un contexte d'aménagement linguistique en français.

Créer un milieu d'apprentissage convivial pour l'élève. L'enseignante ou l'enseignant a pour tâche d'élaborer une gamme de stratégies d'enseignement et d'évaluation fondées sur une pédagogie éprouvée. Il lui faut concevoir des stratégies qui tiennent compte des différents styles d'apprentissage et les adapter pour répondre aux divers besoins de ses élèves. Ces stratégies devraient aussi viser à insuffler à chaque élève le désir d'apprendre et à maintenir sa motivation à donner son plein rendement.

Proposer des activités pertinentes pour l'élève. L'enseignante ou l'enseignant fait des liens entre la théorie et la pratique et conçoit des activités fondées sur un apprentissage actif. Miser sur le connu et le concret amène l'élève à découvrir et à intégrer les concepts à l'étude par l'entremise du questionnement, de la recherche, de l'observation et de la réflexion. L'enseignante ou l'enseignant l'encouragera à situer ces concepts dans un contexte qui lui permettra d'en voir clairement la pertinence et l'application dans le monde qui l'entoure.

Enseigner l'anglais dans un contexte d'aménagement linguistique en français. La politique d'aménagement linguistique de l'Ontario reconnaît l'importance et l'avantage du bilinguisme pour les élèves des écoles de langue française de l'Ontario. Cependant, le bilinguisme présente aussi un risque fondamental, c'est-à-dire la perte graduelle de la langue minoritaire, soit le français. Il est donc essentiel que l'enseignement de l'anglais soit présenté dans le contexte d'un bilinguisme additif, en maintenant un équilibre entre l'apprentissage de l'anglais et du français. Il faut offrir à l'élève un milieu linguistique cohérent, où tout contribue d'abord à enrichir ses compétences linguistiques en français, à capitaliser sur celles-ci pour ensuite favoriser un transfert de ces connaissances vers l'anglais. Pour les élèves qui ont déjà une bonne connaissance de l'anglais ou d'autres langues, il s'agit de bien valoriser celles-ci pour favoriser un transfert linguistique vers le français.

LE RÔLE DE LA DIRECTRICE OU DU DIRECTEUR D'ÉCOLE

De concert avec divers intervenants, la directrice ou le directeur d'école prendra les mesures nécessaires pour fournir la meilleure expérience scolaire possible à tous les élèves et leur donner les moyens de connaître le succès et d'assumer leurs responsabilités sur le plan personnel, civique et professionnel. Il lui incombe aussi de veiller à la mise en œuvre du curriculum de l'Ontario dans sa totalité et dans le respect des différents styles d'apprentissage des élèves et, pour ce faire, de s'assurer que les élèves et le personnel enseignant disposent des ressources nécessaires, y compris en matière de perfectionnement professionnel pour favoriser l'excellence de l'enseignement.

La directrice ou le directeur d'école doit valoriser et favoriser l'apprentissage sous toutes ses formes, à l'école comme dans le milieu communautaire. Il lui appartient en outre de concevoir des mesures pour appuyer l'épanouissement d'une culture d'expression française, en conformité avec la politique d'aménagement linguistique du conseil scolaire. À cet égard, la directrice ou le directeur d'école travaille en collaboration avec divers intervenants pour créer une communauté apprenante qui constituera un milieu communautaire où il fait bon vivre et apprendre en français.

La directrice ou le directeur d'école a la responsabilité de s'assurer que l'élève qui a un plan d'enseignement individualisé (PEI) obtienne les adaptations et les changements décrits dans son PEI. Il lui incombe aussi de voir à l'élaboration, à la mise en œuvre et au suivi du PEI.

CONSIDÉRATIONS CONCERNANT LA PLANIFICATION DU PROGRAMME

L'enseignante ou l'enseignant doit planifier son cours d'English en tenant compte de certaines considérations, notamment celles qui sont présentées ci-dessous.

LES STRATÉGIES D'ENSEIGNEMENT ET D'APPRENTISSAGE

L'élève apprend mieux lorsqu'on lui offre un éventail d'activités d'apprentissage. Il faudrait privilégier les approches qui encouragent l'élève à faire des recherches, à développer son esprit critique, à travailler en équipe et à proposer des solutions à des préoccupations dans son milieu. Ces approches favorisent un apprentissage actif qui permet à l'élève de mieux assimiler les notions présentées et d'appliquer les connaissances et les habiletés acquises à des problèmes et à des situations de la vie réelle et, ce faisant, de développer ses propres compétences. Cet apprentissage se combine bien à l'apprentissage coopératif en petits groupes. L'enseignante ou l'enseignant pourrait inviter les élèves à travailler en équipe pour discuter des différentes stratégies possibles pour résoudre un problème. Afin d'encourager la tenue d'un dialogue constructif, l'enseignante ou l'enseignant pourrait aussi tenir des séances de révision de texte avec toute la classe, organiser des cercles de lecture et inviter des personnes de l'extérieur ou des élèves plus âgés à examiner avec le groupe classe des questions actuelles. Lorsque les interactions sont nombreuses et diversifiées à l'intérieur de la classe, les enseignantes et enseignants sont davantage en mesure d'examiner les résultats de l'apprentissage des élèves. Il ne faudrait pas cependant négliger les travaux individuels, qui permettent une réflexion personnelle chez l'élève.

L'enseignante ou l'enseignant qui planifie son enseignement devrait miser sur des activités adaptées à son groupe classe pour favoriser chez les élèves l'acquisition des connaissances et des habiletés dont ils ont besoin pour faire les applications et les transferts appropriés et effectuer des recherches de plus en plus complexes. Il n'y a pas une seule façon d'enseigner et d'apprendre l'anglais. Ce programme-cadre exige l'utilisation d'une variété de stratégies en salle de classe, tel l'entraînement à la manipulation des outils de travail, depuis le maniement des objets à lire jusqu'à celui de la langue elle-même. L'enseignante ou l'enseignant réservera aussi du temps pour s'adonner avec les élèves à l'objectivation à la suite de chaque activité d'apprentissage, cette pratique faisant partie intégrante de la démarche pédagogique.

La création d'un milieu d'enseignement et d'apprentissage stimulant et engageant pour les garçons comme pour les filles est important. L'enseignante ou l'enseignant prendra en compte le mode d'apprentissage selon le genre dans le choix des activités, des interventions, des ressources et des projets afin que chaque élève, garçon ou fille, puisse développer un rapport positif au langage et au savoir et apprendre à sa manière selon ses préférences.

L'apprentissage de l'anglais contribue au développement des connaissances et des habiletés liées à la littératie. Les enseignantes et enseignants s'assureront que les élèves sont exposés à une variété d'occasions d'expérimenter avec la langue et avec le savoir, en insistant sur un enseignement pluridisciplinaire.

LES HABILETÉS DE LA PENSÉE ET DE LA RECHERCHE

Dans les cours d'English, l'élève développe sa capacité à formuler des questions et à planifier les recherches nécessaires pour y répondre. On lui apprend diverses méthodes utiles en recherche et comment choisir celles qui sont adaptées à une recherche particulière. L'élève saura comment tirer des renseignements pertinents de sources imprimées (p. ex., livres, journaux, entrevues, diagrammes, illustrations) et médiatiques (p. ex., Internet, télévision, radio), et dégager des perspectives d'avenir. Avec le temps et l'expérience, l'élève utilisera ces sources d'une manière de plus en plus précise et approfondie et fera la distinction entre sources primaires et sources secondaires pour déterminer leur validité et leur pertinence et pour en tirer profit de manière adéquate. Ceci est particulièrement vrai en ce qui a trait aux sources électroniques.

L'IMPORTANCE DE L'ACTUALITÉ

Les discussions qui portent sur les événements courants, en particulier ceux qui touchent la communauté francophone, suscitent non seulement l'intérêt de la classe élèves, mais aident aussi l'élève à comprendre son monde, à saisir la relation qui existe entre les événements du passé et les situations d'aujourd'hui et à esquisser des perspectives d'avenir. L'étude de questions d'actualité, qu'il s'agisse du réchauffement de la planète, des revendications des peuples autochtones ou de la présence majoritaire des femmes dans les établissements d'enseignement universitaire, ne doit pas être présentée comme un sujet à part dans le programme, mais doit être intégrée à l'étude des contenus d'apprentissage dont ces événements sont l'extension.

LA PLANIFICATION DES COURS D'ENGLISH DESTINÉS AUX ÉLÈVES EN DIFFICULTÉ

Les enseignantes et enseignants sont les principaux intervenants en matière d'éducation des élèves en difficulté puisqu'il leur incombe d'aider tous les élèves à apprendre. À cette fin, ils travaillent en collaboration avec le personnel enseignant responsable de l'éducation de l'enfance en difficulté pour atteindre cet objectif. Le rapport intitulé *Transformation de l'éducation de l'enfance en difficulté : Rapport des coprésidentes avec les recommandations de la Table de concertation sur l'éducation de l'enfance en difficulté, 2006* a approuvé une série de principes sur lesquels devrait reposer l'ensemble de la planification des programmes destinés aux élèves en difficulté. Ces principes directeurs sont repris du rapport intitulé *L'éducation pour tous* de la Table ronde des experts pour l'enseignement en matière de littératie et de numératie pour les élèves ayant des besoins particuliers de la maternelle à la 6^{e} année. Le personnel enseignant qui planifie les cours d'English devrait y accorder une attention particulière.

La planification des programmes destinés aux élèves en difficulté devrait reposer sur les grands principes exposés dans le rapport précité; les sept énoncés suivants en précisent le contenu :

- Tous les élèves peuvent réussir.
- La conception universelle de l'apprentissage et la pédagogie différenciée sont des moyens pour répondre aux besoins d'apprentissage et de réussite de tout groupe d'élèves.
- Des pratiques réussies d'enseignement s'appuient sur les recherches et les expériences vécues.
- Les enseignantes et enseignants sont les acteurs clés pour l'acquisition de la littératie et de la numératie par les élèves.
- Chaque enfant possède son propre style d'apprentissage.
- Le personnel enseignant a besoin de l'appui de la communauté pour créer un milieu d'apprentissage favorable aux élèves ayant des besoins particuliers.
- Chaque élève est unique.

Dans toute salle de classe, les élèves peuvent présenter toute une série de styles et de besoins d'apprentissage. Le personnel enseignant prévoit des programmes qui tiennent compte de cette diversité et confie aux élèves des tâches qui correspondent à leurs habiletés précises pour que tous les élèves profitent au maximum du processus d'enseignement et d'apprentissage. Le recours à des groupes souples dans le cadre de l'enseignement et l'évaluation continue constituent des composantes importantes des programmes qui tiennent compte de la diversité des besoins d'apprentissage.

Au moment de la planification du programme d'English à l'intention de l'élève en difficulté, le personnel enseignant devrait commencer par examiner le niveau de rendement actuel de l'élève, ses points forts et ses besoins d'apprentissage, de même que les connaissances et les habiletés qui sont attendues de la part des élèves à la fin du cours, afin de déterminer laquelle des options suivantes est la plus appropriée :

- aucune adaptation[2] ni modification;
- adaptations seulement;
- attentes modifiées et adaptations au besoin;
- attentes différentes – qui ne découlent pas des attentes prescrites des cours d'English faisant partie du présent programme-cadre.

Si l'élève requiert des adaptations, des attentes modifiées ou une combinaison des deux, il faut consigner, dans son plan d'enseignement individualisé (PEI), les renseignements pertinents qui figurent dans les paragraphes ci-dessous. On trouvera des renseignements plus détaillés sur la planification des programmes pour l'enfance en difficulté dans le document intitulé *Plan d'enseignement individualisé – Guide, 2004* (appelé ci-après *Guide du PEI, 2004*). Pour en savoir davantage sur les exigences du ministère de l'Éducation sur les PEI, veuillez consulter le document intitulé *Plan d'enseignement individualisé – Normes pour l'élaboration, la planification des programmes et la mise en œuvre, 2000* (appelé ci-après *Normes du PEI, 2000*). Ces deux documents sont affichés sur le site Web du ministère de l'Éducation au www.edu.gov.on.ca.

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[2] Les adaptations désignent des stratégies d'enseignement et d'évaluation individualisées, un soutien fourni par du personnel ou par un équipement personnalisé.

L'élève en difficulté qui ne requiert que des adaptations. Certains élèves en difficulté peuvent suivre le curriculum prévu pour le cours et démontrer un apprentissage autonome si on leur fournit des adaptations. Les adaptations facilitent l'accès au cours sans avoir à modifier les connaissances et les habiletés que l'élève doit manifester. Les adaptations requises pour faciliter l'apprentissage de l'élève doivent être inscrites dans le PEI (voir page 11 des *Normes du PEI, 2000*). Les mêmes adaptations seront probablement inscrites dans le PEI pour plusieurs cours, voire tous les cours.

Offrir des adaptations aux élèves en difficulté devrait être la première option envisagée dans le cadre de la planification des programmes. Les élèves en difficulté peuvent réussir lorsqu'on leur offre des adaptations appropriées. L'enseignement axé sur la conception universelle et la pédagogie différenciée met l'accent sur la disponibilité des adaptations permettant de satisfaire les besoins divers des apprenantes et apprenants.

Il existe trois types d'adaptations :

- Les *adaptations pédagogiques* désignent les changements apportés aux stratégies d'enseignement tels que les styles de présentation, les méthodes d'organisation et l'utilisation d'outils technologiques et multimédias.
- Les *adaptations environnementales* désignent les changements apportés à la salle de classe ou au milieu scolaire tels que la désignation préférentielle d'une place ou le recours à un éclairage particulier.
- Les *adaptations en matière d'évaluation* désignent les changements apportés aux stratégies d'évaluation pour permettre à l'élève de démontrer son apprentissage. Par exemple, on pourrait lui donner plus de temps pour terminer les examens ou ses travaux scolaires, ou lui permettre de répondre oralement à des questions d'examen (pour d'autres exemples, voir page 33 du *Guide du PEI, 2004*).

Si seules des adaptations sont nécessaires dans les cours d'English, le rendement de l'élève sera évalué par rapport aux attentes du cours et par rapport aux niveaux de rendement décrits dans le présent document. La case du PEI sur le bulletin scolaire de l'Ontario ne sera pas cochée et on n'inclura pas d'information sur l'offre d'adaptations.

L'élève en difficulté qui requiert des attentes modifiées. Certains élèves en difficulté auront besoin d'attentes et de tâches modifiées qui ne correspondent pas aux attentes et aux tâches prévues pour le cours. Dans la plupart des cas, ces attentes modifiées seront fondées sur la matière du cours, mais refléteront des changements en ce qui a trait à leur nombre et à leur complexité. Les attentes modifiées représentent des réalisations précises, réalistes, observables et mesurables, et décrivent les connaissances ou les habiletés précises que l'élève peut démontrer de façon autonome en utilisant, au besoin, des adaptations en matière d'évaluation.

Il est important de vérifier l'étendue des modifications apportées aux attentes et de les noter clairement dans le PEI. Tel qu'indiqué dans la section 7.12 du document de politique ministériel *Les écoles secondaires de l'Ontario, de la 9^e^ à la 12^e^ année – Préparation au diplôme d'études secondaires de l'Ontario, 1999*, il reviendra à la directrice ou au directeur d'école de déterminer si la réalisation des attentes modifiées fondées sur le niveau de rendement actuel de l'élève signifie que l'élève a réussi le cours et si l'élève peut recevoir un crédit pour le cours. La directrice ou le directeur d'école informera les parents et l'élève de sa décision.

Lorsqu'on s'attend à ce qu'un élève satisfasse à la plupart des attentes d'un cours, les attentes modifiées devraient indiquer comment les connaissances, les habiletés et les tâches de l'élève différeront de celles des autres élèves suivant ce cours. Lorsque les modifications sont si étendues que la réalisation des attentes d'apprentissage (connaissances, habiletés, tâches) ne donnerait probablement pas droit à un crédit, les attentes devraient spécifier les exigences précises ou les tâches d'après lesquelles le rendement de l'élève sera évalué et en fonction desquelles une note pour le cours sera inscrite dans le bulletin scolaire de l'Ontario.

Les attentes modifiées indiquent les connaissances ou les habiletés que l'élève devrait pouvoir démontrer et qui seront évaluées lors de chaque période visée par le bulletin scolaire (voir pages 10 et 11 des *Normes du PEI, 2000*). Les attentes d'apprentissage de l'élève doivent être revues une fois au moins lors de chaque période visée par le bulletin scolaire et être mises à jour, au besoin, à la lumière des progrès accomplis par l'élève (voir page 11 des *Normes du PEI, 2000*).

Si l'élève requiert des attentes modifiées en English, l'évaluation de son rendement sera fondée sur les attentes d'apprentissage inscrites dans son PEI et sur les niveaux de rendement décrits dans le présent document. Si certaines des attentes d'apprentissage d'un élève pour un cours sont modifiées, mais que l'élève essaie d'obtenir un crédit pour ce cours, il suffit de cocher la case PEI sur le bulletin scolaire de l'Ontario. Cependant, si les attentes d'apprentissage de l'élève sont modifiées de telle façon que la directrice ou le directeur d'école estime qu'un crédit ne sera pas conféré pour le cours, la case PEI doit être cochée et on doit inscrire l'énoncé approprié du *Guide du bulletin scolaire de l'Ontario de la 9^e^ à la 12^e^ année, 1999* (voir page 7). Les commentaires de l'enseignante ou l'enseignant devraient comprendre des renseignements pertinents sur la capacité de l'élève à démontrer qu'elle ou il a satisfait aux attentes modifiées. Le personnel enseignant doit aussi indiquer les prochaines étapes de l'apprentissage de l'élève dans le cadre du cours.

L'ÉDUCATION ANTIDISCRIMINATOIRE DANS LE PROGRAMME D'ENGLISH

Comme tous les programmes-cadres qui composent le curriculum de l'Ontario, le programme d'English prépare l'élève à devenir une citoyenne ou un citoyen responsable, qui comprend la société complexe dans laquelle elle ou il vit et qui y participe pleinement. On s'attend donc à ce que l'élève comprenne bien en quoi consistent les droits, les privilèges et les responsabilités inhérents à la citoyenneté. On s'attend aussi à ce que, dans ses paroles et dans ses actes, elle ou il fasse preuve de respect, d'ouverture et de compréhension envers les individus, les groupes et les autres cultures. Pour ce faire, l'élève doit comprendre toute l'importance de protéger et de respecter les droits de la personne et de s'opposer au racisme et à toute autre forme de discrimination et d'expression de haine. De plus, la contribution des peuples autochtones à la richesse et à la diversité de la vie au Canada doit être valorisée et appréciée.

Les activités d'apprentissage mises en place dans le cadre du programme d'English devraient être de nature inclusive, refléter divers points de vue et expériences et sensibiliser l'élève aux expériences et à la perception des autres. Les habiletés de réflexion et de recherche acquises selon ce programme apprendront à l'élève à reconnaître les partis pris, les stéréotypes et les représentations fondées sur des préjugés et à comprendre comment les relations interpersonnelles sont réellement gérées dans un contexte de mondialisation.

L'éducation inclusive vise à fournir à tous les élèves de la province une chance égale d'atteindre leur plein potentiel en leur permettant d'évoluer dans un environnement sain et sécuritaire. En effet, les élèves ont besoin d'un climat de classe sécurisant et propice à l'apprentissage pour s'épanouir et développer leurs connaissances et leurs compétences, y compris leurs habiletés intellectuelles de niveau supérieur. À cet égard, l'enseignante ou l'enseignant joue un rôle primordial, entre autres, en fixant des attentes élevées pour tous ses élèves et en donnant à chacune et à chacun une attention particulière.

C'est en planifiant des activités enrichissantes permettant d'établir des liens entre des idées rencontrées dans les textes étudiés et des situations concrètes de la vie que l'enseignante ou l'enseignant fournira à ses élèves des occasions de consolider les connaissances et les habiletés rattachées à l'éducation inclusive qui consiste notamment à sensibiliser les élèves à divers problèmes sociaux. En proposant aux élèves des activités qui mettent en valeur le rôle et l'utilité de l'anglais et du bilinguisme dans la vie socioéconomique et culturelle, l'enseignante ou l'enseignant contribue à accroître l'intérêt et la motivation des élèves, tout en les préparant à devenir des citoyens responsables.

Le choix des ressources documentaires et médiatiques proposées aux élèves revêt une importance primordiale dans les cours d'English. Ces ressources doivent non seulement refléter la diversité ethnoculturelle de la société canadienne, mais aussi présenter un intérêt pour les garçons et les filles. Des recherches récentes démontrent en effet que les garçons s'intéressent davantage aux textes documentaires comme les manuels et les livres qui présentent une abondance d'éléments graphiques, alors que les ouvrages de fiction plaisent davantage aux filles. Le guide *Moi lire? Tu blagues!* affiché sur le site Web du Ministère propose diverses stratégies pour susciter et soutenir l'intérêt des garçons pour la lecture et l'écriture et pour favoriser la création d'un milieu d'apprentissage stimulant autant pour les filles que les garçons.

LA LITTÉRATIE ET LA NUMÉRATIE

Les compétences liées à la littératie et à la numératie sont essentielles à tous les apprentissages, dans toutes les disciplines. On définit la littératie comme la maîtrise des savoirs qui permettent à l'élève de s'exprimer, d'écrire, de lire, de chercher des renseignements, d'utiliser les technologies de l'information et de la communication et d'exercer une pensée critique à un niveau fonctionnel dans ses apprentissages actuels et futurs. Quant à la numératie, elle comprend l'ensemble des compétences essentielles basées sur des concepts mathématiques et des compétences connexes, qui permettent à l'élève d'utiliser la mesure et les propriétés des nombres et des objets géométriques, de résoudre des problèmes, de développer sa pensée critique, de lire et d'interpréter les renseignements, faisant appel aux concepts mathématiques et de communiquer des données mathématiques.

La littératie et la numératie permettront à l'élève d'apprendre, sa vie durant, dans toutes les disciplines et d'accéder aux niveaux supérieurs de la pensée. Il incombe au personnel enseignant de toutes les disciplines de veiller à ce que l'élève progresse dans l'acquisition des compétences liées à la littératie et à la numératie. L'enseignante ou l'enseignant qui remarque que l'élève accuse un retard dans l'acquisition des compétences liées à la littératie et à la numératie devra prendre des dispositions particulières pour l'aider en s'inspirant des initiatives de littératie et de numératie élaborées par son conseil scolaire et son école.

Le ministère de l'Éducation facilite l'élaboration de ressources pour appuyer le développement de compétences liées à la littératie et la numératie dans tout le curriculum. Des stratégies pratiques applicables à tous les cours sont fournies dans les documents suivants :

- *La littératie en tête de la 7^e^ à la 12^e^ année : Rapport du groupe d'experts sur les élèves à risque, 2003*
- *La numératie en tête de la 7^e^ à la 12^e^ année : Rapport du groupe d'experts sur les élèves à risque, 2004*
- *La littératie en tête : Stratégies pour toutes les matières de la 7^e^ à la 12^e^ année, 2005*
- *Moi, lire? Tu blagues! Guide pratique pour les garçons en matière de littératie, 2005*

Ces ressources sont affichées sur le site Web du ministère de l'Éducation au www.edu.gov.on.ca.

LE RÔLE DU CENTRE DE RESSOURCES DANS LE PROGRAMME D'ENGLISH

Le centre de ressources de l'école joue un rôle primordial dans l'apprentissage et la réussite des élèves, tout particulièrement dans le contexte du programme-cadre d'English. En proposant une abondance de ressources documentaires et médiatiques, le centre favorise chez les élèves l'acquisition de connaissances, d'habiletés et d'habitudes essentielles dans une société du savoir et dont ils se serviront toute leur vie.

Le centre de ressources permet, entre autres, aux élèves :

- de développer le goût de la lecture, autant pour le plaisir que pour apprendre;
- de découvrir la richesse et la diversité de la production littéraire et médiatique en langue anglaise, au Canada et ailleurs dans le monde;
- d'accéder à des ressources dans toutes les disciplines du curriculum;
- de faire des recherches et de se documenter sur divers sujets;
- de découvrir la richesse du réseau des bibliothèques publiques municipales ou régionales et d'acquérir l'habitude de les fréquenter.

LA PLACE DES TECHNOLOGIES DANS LE PROGRAMME D'ENGLISH

Les technologies de l'information et de la communication (TIC) offrent une gamme d'outils qui peuvent grandement élargir et enrichir les stratégies d'enseignement du personnel enseignant et appuyer l'apprentissage des élèves en English. Ces outils comprennent, entre autres, des logiciels de production (p. ex., traitement de texte, logiciel de dessin, multimédias, dictionnaire, correcteur grammatical, orthographique et syntaxique), des outils numériques (p. ex., appareil photo numérique, scanneur, table de mixage) et des jeux éducatifs (p. ex., modules d'enseignement assisté par ordinateur). Le personnel enseignant peut utiliser les outils et les ressources des TIC dans son enseignement en salle de classe et concevoir des programmes qui répondent aux divers besoins des élèves. Par exemple, rédiger l'ébauche d'un texte à l'ordinateur permet, avec vitesse et souplesse, de réviser et de vérifier, à l'écran et sur papier, les ratures et les changements apportés au texte, d'apporter d'autres changements, de corriger et d'imprimer une copie finale; enregistrer un cercle de lecture sur vidéo peut amener les élèves à mieux comprendre l'art de la discussion; et utiliser des émissions radiophoniques peut leur servir à mieux saisir les concepts de prosodie. Les TIC peuvent aussi être utilisées pour permettre aux élèves de communiquer avec des élèves d'autres écoles et pour faire entrer la communauté mondiale dans la salle de classe.

Grâce aux sites Web et à divers supports numériques, l'élève peut maintenant accéder à des ressources offertes par des archives et des institutions publiques à travers le pays et autour du monde, ce qui lui permet de trouver les renseignements les plus récents portant sur des sujets d'actualité. Les TIC permettent à l'élève du palier secondaire de mener des recherches plus étendues et plus authentiques que jamais auparavant.

Il faut encourager l'élève à utiliser les TIC chaque fois que cela est approprié. En outre, il est important que l'élève puisse disposer (dans une version imprimée, électronique ou numérique) de toute une gamme d'outils pour lire ou interpréter des documents sous toutes leurs formes et en tirer tous les renseignements. L'élève pourra ainsi développer les habiletés nécessaires à l'utilisation des innovations technologiques et médiatiques et des applications numériques informatisées, à des fins de collecte de données, de simulation, de production, de présentations ou de communication.

LA MAJEURE HAUTE SPÉCIALISATION

La majeure haute spécialisation est un type de programme spécialisé approuvé par le ministère de l'Éducation qui permet aux élèves de se concentrer sur les connaissances et les habiletés importantes de certains secteurs économiques et d'obtenir des certifications reconnues dans ces secteurs, tout en étudiant en vue du diplôme d'études secondaires de l'Ontario (DESO). La majeure a été conçue pour permettre aux élèves de personnaliser leur expérience au palier secondaire en fonction de leurs talents et de leurs champs d'intérêt et pour leur permettre de faire des apprentissages spécifiques et d'acquérir des compétences qui favoriseront leur réussite dans toutes les destinations postsecondaires : formation en apprentissage, collège, université et marché du travail. Chaque majeure cible un domaine particulier afin de préparer les élèves à des études postsecondaires ou à un emploi dans un secteur de l'économie.

Chaque majeure haute spécialisation doit comprendre les cinq composantes énumérées ci-après et définies dans les cadres de référence approuvés par le Ministère pour chaque domaine de spécialisation.

- Ensemble de 9, 10 ou 11 crédits requis (en grande partie provenant de cours de 11e et 12e année) qui trace un itinéraire d'études vers l'une des quatre destinations possibles, soit :
  - quatre crédits de spécialisation,
  - trois ou quatre crédits d'appui à la majeure dans des disciplines pertinentes (p. ex., français, sciences, English, mathématiques, affaires et commerce),
  - deux crédits d'éducation coopérative,
  - deux demi-crédits obligatoires Éducation à la citoyenneté et Exploration de carrière (ou si on effectue une substitution Découvrir le milieu de travail);
- Certifications obligatoires précisées dans chaque cadre de référence;
- Possibilités d'apprentissage par l'expérience;
- Utilisation du Passeport-compétences de l'Ontario (PCO);
- Possibilités d'expérience d'anticipation qui permettent aux élèves de réaliser des apprentissages dans la destination postsecondaire envisagée.

Les cours d'English s'inscrivent dans certains des crédits requis dans les programmes menant à la majeure haute spécialisation ou dans les programmes conçus pour offrir aux élèves des itinéraires d'études spécialisés. Ils permettent à l'élève d'acquérir des connaissances et des compétences qui sont importantes dans des secteurs économiques et qui sont nécessaires pour réussir sur le marché du travail ou pour poursuivre des études postsecondaires, y compris les programmes d'apprentissage. Les cours d'English peuvent être combinés aux crédits d'éducation coopérative pour fournir à l'élève l'expérience en milieu de travail exigée par des programmes de majeure et par différents itinéraires d'études spécialisés. Les programmes de majeure haute spécialisation pourraient fournir des possibilités d'apprentissage dans des secteurs spécifiques, qu'elles soient offertes par des employeurs, des centres de formation professionnelle, des collèges ou des organismes communautaires.

LA PLANIFICATION DE CARRIÈRE

Les attentes et les contenus d'apprentissage du programme d'English offrent à l'élève la possibilité d'appliquer ses habiletés langagières dans de nombreuses situations liées au monde du travail, d'explorer des possibilités d'études postsecondaires, de formation, de métiers et de profession, et devenir un autodidacte. Les cours d'English permettent aussi à l'élève de développer ses habiletés en recherche, de développer des techniques de présentation orale et visuelle et de maîtriser des stratégies de lecture. Peu importe leur destination postsecondaire, tous les élèves ont besoin de réaliser que les habiletés acquises en matière de littératie constituent aussi des habiletés essentielles d'employabilité. Les élèves qui ont développé des habiletés en littératie savent mieux exploiter les technologies de l'information et de la communication pour communiquer efficacement dans diverses situations et pour accomplir des tâches spécifiques.

LE PASSEPORT-COMPÉTENCES DE L'ONTARIO ET LES COMPÉTENCES ESSENTIELLES

Le personnel enseignant qui planifie les cours d'English doit encourager la connaissance, la compréhension et le développement des compétences essentielles et des habitudes de travail nécessaires pour réussir au travail. Le Passeport-compétences de l'Ontario (PCO) est une ressource Web bilingue qui aide les enseignantes et enseignants à tenir compte du milieu de travail en salle de classe. Le PCO offre une description claire des compétences essentielles telles que la lecture des textes, la rédaction, l'utilisation des documents, l'informatique, le calcul et la capacité de raisonnement. On se sert de compétences essentielles dans notre vie de tous les jours et elles sont transférables de l'école au travail, d'un emploi à l'autre et d'un secteur à l'autre. Le PCO inclut une base de données portant sur des tâches en milieu de travail et des descriptions d'importantes habitudes de travail telles que la fiabilité, la sécurité au travail et le service à la clientèle. Il offre aussi aux employeuses et employeurs une méthode cohérente pour évaluer et consigner la démonstration de ces compétences et de ces habitudes de travail par les élèves dans le cadre de leur stage d'éducation coopérative. Les élèves peuvent se servir du PCO pour préciser les compétences et les habitudes de travail déjà acquises, planifier le développement de nouvelles compétences ou montrer aux employeuses et employeurs ce qu'ils peuvent faire.

Les compétences décrites dans le PCO sont les compétences essentielles que le gouvernement du Canada et des agences nationales et internationales ont déterminées à la suite de recherches considérables comme étant les compétences requises pour travailler, apprendre et vivre. Les compétences essentielles constituent la base de l'apprentissage de toute autre habileté et permettent aux personnes de progresser dans leur emploi et de s'adapter au changement en milieu de travail. Pour des précisions sur le PCO et les compétences essentielles, consulter le site http://skills.edu.gov.on.ca.

L'ÉDUCATION COOPÉRATIVE ET LES AUTRES FORMES D'APPRENTISSAGE PAR L'EXPÉRIENCE

L'éducation coopérative et les autres formes d'apprentissage par l'expérience permettent à l'élève d'appliquer les habiletés acquises en salle de classe dans les contextes authentiques au sein de la communauté du monde des affaires et des services publics. L'éducation coopérative et les autres expériences en milieu de travail aident l'élève à approfondir sa connaissance des possibilités d'emploi dans de nombreux domaines, y compris le milieu de l'édition et de la publicité, ainsi que les entreprises médiatiques. De plus, l'élève élargit sa compréhension des pratiques du monde du travail, des certifications et de la nature des relations employeurs-employés. En outre, en se basant sur ses expériences, l'élève reconnaît l'apport de la connaissance des deux langues officielles du Canada. Il s'avère important que les enseignantes et enseignants des cours d'English entretiennent des liens avec les entreprises locales afin d'assurer à l'élève des expériences pratiques qui viendront renforcer les connaissances et les habiletés acquises à l'école.

La préparation aux expériences pratiques en milieu de travail doit comprendre un enseignement sur les mesures liées à la santé et la sécurité en milieu de travail. Le personnel enseignant appuyant l'élève en situation d'apprentissage en milieu de travail doit évaluer les conditions relatives à la santé et à la sécurité dans le milieu de travail. Avant de participer à une expérience en milieu de travail, l'élève doit acquérir les connaissances et les compétences nécessaires pour assurer sa sécurité physique et son bien-être personnel. L'élève doit comprendre les questions relatives la confidentialité et au respect de la vie privée, comme il est énoncé dans la *Loi sur l'accès à l'information et la protection de la vie privée* (1990). Elle ou il a le droit de travailler dans un milieu exempt de mauvais traitements et de harcèlement et doit être sensible aux enjeux portant sur sa sécurité personnelle. L'élève doit être renseigné quant aux ressources scolaires et communautaires, aux politiques de l'école et à la marche à suivre pour signaler toutes formes d'abus et de harcèlement.

La note Politique/Programme n° 76A intitulée *Assurance contre les accidents du travail pour les élèves des programmes de formation pratique* (Septembre 2000) trace les grandes lignes des procédures à suivre pour assurer le respect des dispositions de la *Loi sur la sécurité professionnelle et les assurances contre les accidents du travail* (1997) aux élèves âgés d'au moins 14 ans inscrits à un stage de plus d'une journée en milieu de travail. L'observation au poste de travail et le jumelage sont considérés comme une sortie éducative. Le personnel enseignant doit connaître l'âge minimum requis selon la *Loi sur la santé et la sécurité au travail* (1990) pour trouver un milieu de travail où l'élève peut travailler. Tous les stages d'éducation coopérative et les autres expériences en milieu de travail sont offert, selon les prescriptions énoncées dans *Éducation coopérative et autres formes d'apprentissage par l'expérience : Lignes directrices pour les écoles secondaires de l'Ontario, 2000.*

LA SANTÉ ET LA SÉCURITÉ

Malgré le fait que les questions relatives à la santé et à la sécurité ne sont pas généralement liées à l'enseignement d'une langue, elles peuvent s'avérer importantes lorsque l'apprentissage fait appel à des activités pratiques, en particulier celles qui se déroulent à l'extérieur de l'école. Ces activités offrent une dimension authentique et motivante en ce qui a trait aux expériences d'apprentissage de l'élève. Les enseignantes et enseignants planifieront avec soin ces activités afin de prévoir les problèmes et de prévenir les risques pour la santé et la sécurité de l'élève.

THE PROGRAM IN ENGLISH

OVERVIEW OF THE PROGRAM

The English program in Grades 9 to 12 includes core courses and other courses. All students are required to take one credit in English to obtain their secondary school diploma. An additional two credits may count towards compulsory credits.

The English courses in the Grade 9 and 10 curriculum are offered in two types – academic and applied:

- ***Academic courses*** *develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.*
- ***Applied courses*** *focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.*

School boards may develop locally and offer a Grade 9 and/or a Grade 10 course in English that can be counted as a student's compulsory credit in English for Grade 9 or 10 (see Policy/Program Memorandum No. 134, which outlines a revision to section 7.1.2 « Cours élaborés à l'échelon local », of the document *Les écoles secondaires de l'Ontario de la 9^{e} à la 12^{e} année – Préparation au diplôme d'études secondaires de l'Ontario, 1999* [ESO]). Locally developed compulsory credit courses may review and reinforce the elementary curriculum expectations essential to the development of a stronger foundation in the knowledge and skills necessary for further study in the Grade 11 workplace preparation course in English. Whether one of these courses is counted as the compulsory credit or not, such a course may be developed to prepare students for success in any of the Grade 11 workplace preparation courses in English. Ministry approval of a locally developed course authorizes the school board to use it as the prerequisite for any of those courses.

Courses in English, Grades 9 and 10

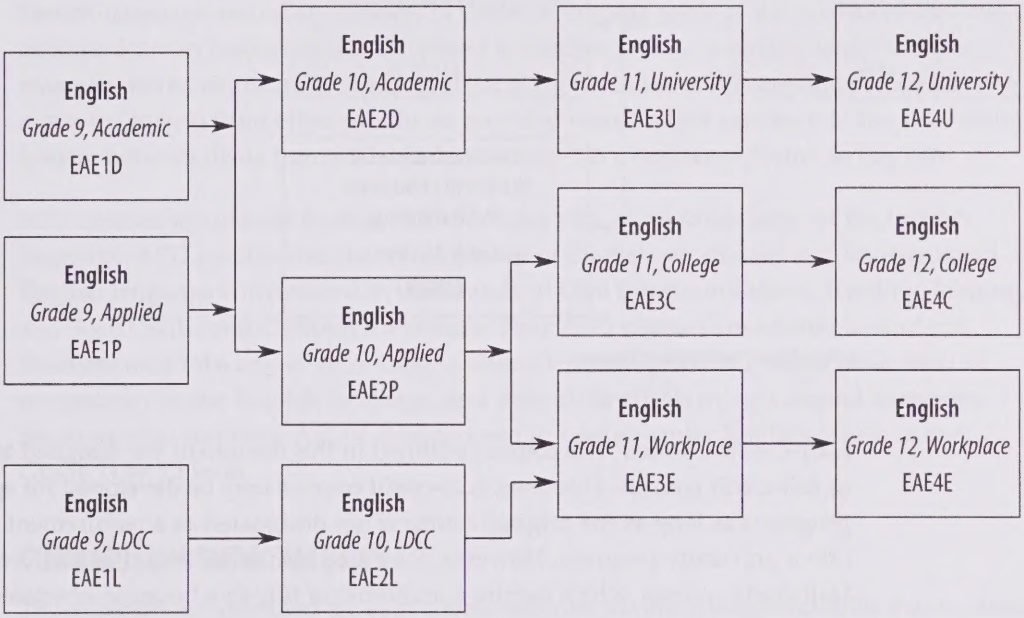
Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisites*
9	English	Academic	EAE1D	1	
9	English	Applied	EAE1P	1	
10	English	Academic	EAE2D	1	Grade 9, English, Academic or Applied
10	English	Applied	EAE2P	1	Grade 9, English, Academic or Applied

* Prerequisites only apply to Grade 10, 11, and 12 courses.

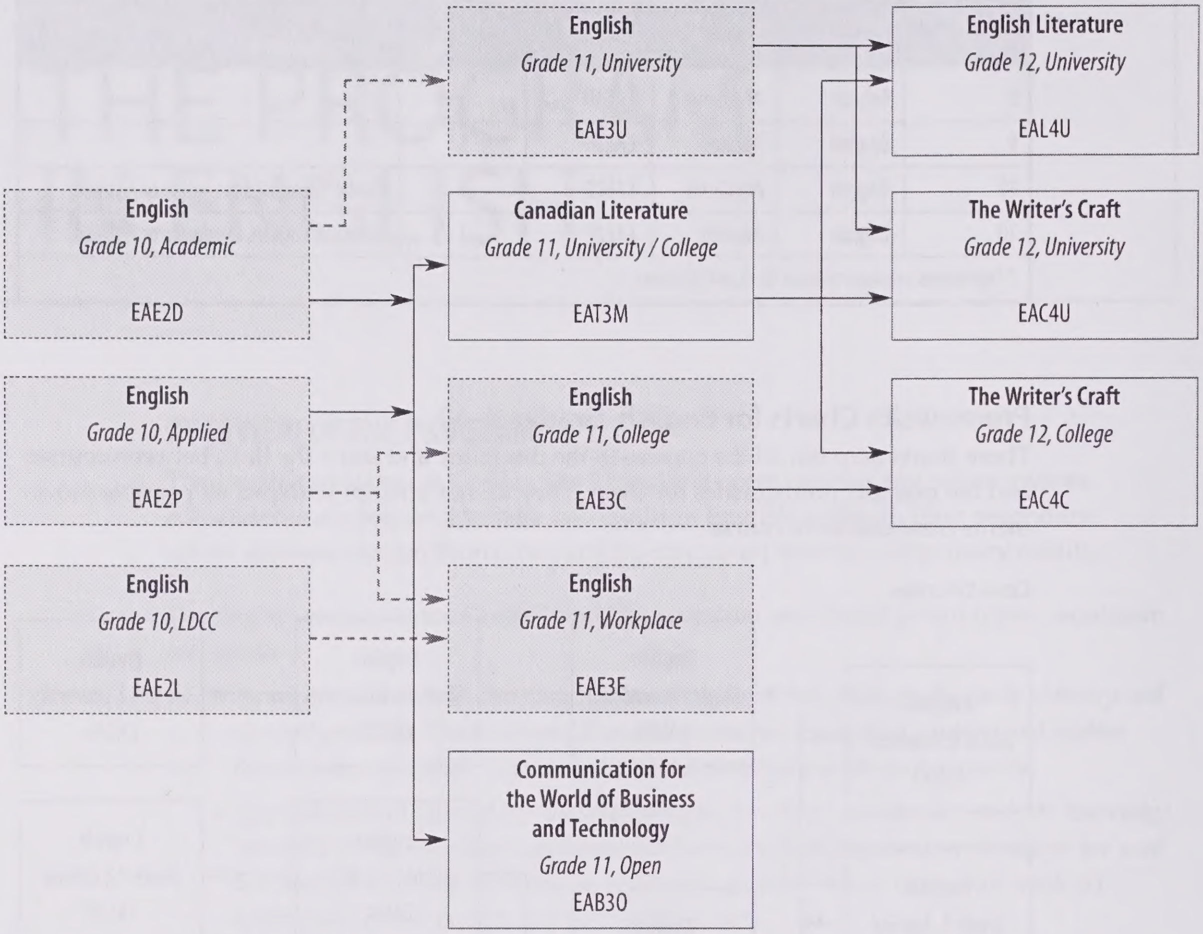
Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Core Courses


English
Grade 9, Academic
EAE1D
English
Grade 9, Applied
EAE1P
English
Grade 9, LDCC
EAE1L
English
Grade 10, Academic
EAE2D
English
Grade 10, Applied
EAE2P
English
Grade 10, LDCC
EAE2L
English
Grade 11, University
EAE3U
English
Grade 11, College
EAE3C
English
Grade 11, Workplace
EAE3E
English
Grade 12, University
EAE4U
English
Grade 12, College
EAE4C
English
Grade 12, Workplace
EAE4E

Other Courses


English
Grade 11, University
EAE3U
English Literature
Grade 12, University
EAL4U
English
Grade 10, Academic
EAE2D
Canadian Literature
Grade 11, University / College
EAT3M
The Writer's Craft
Grade 12, University
EAC4U
English
Grade 10, Applied
EAE2P
English
Grade 11, College
EAE3C
The Writer's Craft
Grade 12, College
EAC4C
English
Grade 10, LDCC
EAE2L
English
Grade 11, Workplace
EAE3E
Communication for the World of Business and Technology
Grade 11, Open
EAB3O

Note: Dotted lines indicate core courses.

Half-Credit Courses. The courses outlined in this document are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs as long as the original course is not designated as a requirement for entry into a university program. However, they may also be delivered as half-credit courses. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)

- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

Connections with the Elementary Curriculum. The English secondary school curriculum for francophone students is consistent with the strands and expectations in the elementary Anglais curriculum for Grades 4 to 8. Curriculum expectations in Grades 9 and 10 consolidate and refine the skills and knowledge in the strands of Oral and Oral-Visual Communication, Reading and Interpretation, as well as Writing and Representation outlined in the elementary Anglais curriculum. Because of the progressive development of language skills, some repetition or overlapping may occur. As the complexity of the tasks and the level of abstraction increase from grade to grade, students will refine and improve their skills.

Anglais pour débutants (APD). Mastery of English varies greatly among students attending French-language secondary schools in Ontario. In some areas of the province, students communicate in English and are exposed to English media on a daily basis. In other areas, however, exposure to the English language is limited. Francophone students who move to Ontario from other provinces may also have limited exposure to English, while francophone students from other countries may have had no exposure to English.

APD courses are offered to students who have little or no knowledge of the English language. APD emphasizes the development of English vocabulary and knowledge of English language conventions in the strands of Oral Communications, Reading, Writing, and Social Skills and Cultural Awareness. Four APD courses are offered to students. Students may take any of all of these courses depending on their needs, their level of competency in the English language, and their ability in learning a second language. Students who complete APD 4 may proceed to take a regular English course at the Grade 11 or 12 level.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each course – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings, each of which indicates the overall expectation to which the group of specific expectations corresponds. Taken together, the overall and specific expectations represent the mandated curriculum.

The following illustrates how the specific expectations are grouped under headings for each strand:

	Oral and Oral-Visual Communication	Reading and Interpretation	Writing and Representation
Heading	Listening and Responding Speaking Skills Preparing and Delivering Presentations Reflecting on Oral and Oral-Visual Communication Skills and Strategies	Comprehending and Interpreting Understanding Forms and Their Characteristics Applying Critical Literacy Skills Reflecting on Reading and Interpretation Skills and Strategies	Developing and Organizing Content Researching Applying Knowledge of Forms and Techniques Revising, Editing, and Publishing Texts Reflecting on Writing and Representation Skills and Strategies

In the English curriculum, the *overall expectations* outline standard sets of knowledge and skills required for effective listening and speaking, reading and writing, and viewing and representing. They encompass the types of understanding, skills, approaches, and processes that are applied by effective communicators of all ages and levels of development, and are therefore described in constant terms from grade to grade. The English curriculum focuses on developing the depth and level of sophistication of students' knowledge and skills associated with each of these key overall expectations by increasing the complexity of the texts they work with and the tasks they perform over time.

The *specific expectations* clarify the levels that distinguish the expectations between course types and reflect the progression in knowledge and skills from grade to grade through: (1) the wording of the expectation itself, and/or (2) the examples that are given in parentheses in the expectation. The examples help to clarify the requirements specified in the expectations and suggest the intended depth and level of complexity of the expectations. They have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. Teachers can choose to use the examples that are appropriate for their classrooms or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

STRANDS IN THE ENGLISH CURRICULUM

The expectations in the courses of the English curriculum are organized in three strands, or broad areas of learning – Oral and Oral-Visual Communication, Reading and Interpretation, and Writing and Representation. The program in all grades is designed to develop a range of essential skills in these three interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes specific expectations that call for such reflection.

As the strand names imply, the texts studied in each strand will include a variety of media forms. Students will therefore learn to interpret, analyse, and assess the ideas, information, and messages in a wide range of English-language literary and informational texts, including visual, audio-visual and media texts, and to communicate in English in a variety of text forms, often using technological resources to enhance their messages.

The areas of learning are closely interrelated, and the knowledge and skills described in the three strands are interdependent and complementary. Teachers are expected to plan activities that blend expectations from the three strands in order to provide students with the kinds of experiences that promote meaningful learning and that help students recognize how literacy skills in the three areas reinforce and strengthen one another.

Oral and Oral-Visual Communication. Oral and oral-visual communication is a fundamental way of relating to others; for example, most francophones living and working in Canadian society view, listen to, and speak English more than they read or write it. The English curriculum places great emphasis on helping students develop strong oral and oral-visual communication skills. The abilities to listen and view actively and critically, to interact verbally with others, and to express and clarify thoughts, feelings, and opinions in formal and informal speaking situations, using visual or technological aids where appropriate, are at the core of basic literacy. These skills play a central role in students' learning, enabling them to become better communicators at school, at home, and in the community. Given the importance of bilingualism in our province and our global society, it is vital that students in French-language schools be able to interact in both official languages with various groups, agencies, organizations, and services in their community and elsewhere.

To develop their oral and oral-visual communication skills, students need numerous opportunities to listen to and view communications on a range of subjects and for a variety of purposes. Students view and listen in order to understand concepts, solve problems, provide information, and express thoughts. By exposing students to a wide variety of oral and oral-visual communications in different media, students develop a better understanding of the relationship among form, purpose, audience, and context, and of the importance of active and critical listening and viewing to comprehend both spoken and unspoken messages.

To become effective speakers, students need frequent opportunities to practise speaking in formal and informal situations. They need to be explicitly taught techniques and strategies of effective speaking, and given opportunities to practise them, so that they can become accomplished communicators, able to speak precisely, coherently, and with purpose to a variety of audiences. Students must also learn to adjust their voice, speaking style, and the level of language they use to suit their purpose and audience, and, when making presentations, to integrate visual or multimedia aids that will enhance their message.

The English program should provide students with opportunities to engage in oral activities related to the expectations in *all* strands, such as brainstorming to identify what they know about the topic of a new text they are about to hear or read, discussing problem-solving strategies related to a writing assignment or a collaborative oral-visual presentation, debating issues set out in texts heard or read, defending their own ideas, and offering critiques of the ideas of others. When they converse about information and ideas, they become aware of forms, styles, imagery, language structures, and conventions used by other speakers.

Reading and Interpretation. The Reading and Interpretation strand focuses on developing the skills that will enable students to become effective interpreters of all forms of texts, including media texts. Students need to be able to read well in English to be fully engaged in the civic and social life of their community, province, and country. During their secondary school years, and particularly during their postsecondary studies and in their careers, they will often need to rely on their English-language reading skills to accomplish their studies and their work successfully.

While many students entering the Grade 9 English program are fluent, independent readers, some may need additional support to develop their reading and interpretation skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the secondary school English curriculum, which requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized than in the Anglais elementary curriculum for Grades 4 to 8. The English program will help students learn to read efficiently and to absorb information quickly.

The study of literature offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. It is crucial that students who struggle with traditional literature be exposed to other forms of narratives. These forms may be print, visual, musical, or some combination, and can include web pages, rock videos, television shows, cartoons, and jokebooks. As students increase their knowledge of accomplished writers and literary texts in English and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience. Literary texts by both women and men drawn from many genres, historical periods, and cultures reflect the diversity of Canada and the world.

Such texts include the following:

- short stories by Ray Bradbury, Ernest Buckler, Morley Callaghan, Rock Carrier, Anton Chekhov, Wayson Choy, Richard Connell, Roald Dahl, Arthur Conan Doyle, Hugh Garner, Anne Hart, Langston Hughes, Evan Hunter, W. W. Jacobs, Shirley Jackson, McKinlay Kantor, Jack London, Stuart MacLean, Carson McCullers, Farley Mowat, Alden Nowlan, O. Henry, Liam O'Flaherty, Edgar Allan Poe, Saki (H. H. Munro), Alice Walker, Budge Wilson, Tim Wynne-Jones
- poetry by Maya Angelou, Elizabeth Brewster, John Robert Colombo, Emily Dickinson, William Henry Drummond, Robert Frost, Dan George, Langston Hughes, Pauline Johnson , Joy Kogawa, Ogden Nash, Alden Nowlan , Alfred Noyes, Edgar Allan Poe, Duncan Campbell Scott, Robert Service, Raymond Souster, Walt Whitman, William Carlos Williams
- plays by Robert Carroll, Rex Deverell, Lucille Fletcher, Thompson Highway, William Shakespeare, Neil Simon

- novels by William Bell, Cherie Bennett, Jeff Gottesfeld, Edward Benton-Banai, Judy Blume, Agatha Christie, Paolo Coelho, Robert Cormier, Margaret Craven, Charles De Lint, Lois Duncan, S. E. Hinton, Anne Holm, Harper Lee, C. S. Lewis, Jack London, Malcolm Lowry, Farley Mowat, Gary Paulsen, Conrad Richter, Eli Weisel, E. B. White, Robb White, John Wyndham, Tim Wynn-Jones, Paul Zindel
- non-fiction by Dave Barry, Harry Bruce, Sharon Butala, Stevie Cameron, John Robert Colombo, Geoffrey Cowley, Robert Fulghum, Stephen Garey, Martin Luther King, Gary Lautens, Stuart MacLean, Faith Popcorn, Lauren Robinson, David Suzuki, Alice Walker, Michele Wood, Sultana Yusufali

  (The preceding lists of authors are provided to indicate the level of challenge that reading programs should entail, and are not intended to suggest prescribed reading.)

All students, regardless of their postsecondary plans, need to read and interpret a balance of exemplary literary and informational texts that nourish the imagination, promote intellectual growth, and provide a broad range of language models for their own writing and producing. These texts enrich students' understanding of themes and issues and enhance their appreciation of the power and beauty of language. Just as important are informational texts which help students become confident, proficient, and flexible readers. A balanced reading program also includes a range of print and electronic informational texts, such as newspaper and magazine articles, essays, reference materials, memos, advertisements, brochures, reports, instruction manuals, CD-ROMs, databases, websites.

The English reading program includes a wide range of materials in a variety of fiction and non-fiction genres and in various media. The kinds of texts studied should not be limited to those set out in the specific expectations or the examples under "Understanding Forms and Their Characteristics". These expectations and examples, however, serve as a guide to help teachers provide a diversified reading program. The program includes a balance of both classic and contemporary literature of a high standard, including works produced by Canadians. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, and make those resources available to students. Within each grade and from one grade to another, students should be assigned texts of increasing complexity as they develop their reading skills, and should also have many opportunities to select their own reading materials.

Writing and Representation. Learning to write or produce is a multifaceted process involving the development and refinement over time of a range of knowledge and skills. Students build on their writing and producing knowledge and skills from one school year to the next, learning to express themselves with increasing precision and clarity in personal, academic, and, later on, workplace situations. A central goal of the Writing and Representation strand is to promote students' growth as confident writers and researchers who can communicate competently using a range of forms and styles in various media to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively.

Writing and producing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers and producers create, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language and technology. To develop these competencies, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing process and doing research. They also need opportunities to apply these skills and to write and create daily, in many forms and genres, for a variety of purposes and audiences, and within different time constraints. The forms and genres explored may include essays, reports, short stories, poetry, scripts, journals, letters, biographies, articles, reviews, explanations, instructions, notes, procedures, résumés, and advertisements. Because postsecondary institutions and employers require clear, well organized writing, on demand and within strict timelines, students also need to learn and practise strategies for writing effectively and correctly in the context of examinations and in-class writing assignments.

The English program teaches students to use a process approach to writing, in which the different stages of writing overlap and are revisited in a recursive pattern, from the initial planning stage, which involves the generation of ideas and the development of a writing plan, through the drafting, revising, editing, and publishing stages. The overall expectations in the English curriculum reflect this writing process.

Students should be given the kinds of assignments that provide opportunities to produce writing that is interesting and original and that reflects their capacity for independent critical thought. Writing and producing activities that students see as meaningful and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting command of the essential skills of writing.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations and conversations/conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 34–35;

- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 34–35) for level 3 represent the "provincial standard" for achievement of the expectations in a course. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

The Ministry of Education provides teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels.

THE ACHIEVEMENT CHART FOR ENGLISH

The achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

- *Knowledge and Understanding.* Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
- *Thinking.* The use of critical and creative thinking skills and/or processes, as follows:
  - planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)
  - processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating, forming conclusions)
  - critical/creative thinking processes (e.g., critical literacy, metacognition invention)

- *Communication.* The conveying of meaning through various oral, written, and visual forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports).
- *Application.* The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria. Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are "knowledge of content (e.g., forms of text, reading, writing, speaking and listening strategies, elements of style, terminology)" and "understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)". The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors. A "descriptor" indicates the characteristic of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers. A specific "qualifier" is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student's performance at level 3 with respect to the first criterion in the Thinking category would be: "the student uses planning skills with *considerable* effectiveness".

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

The Achievement Chart for English: Grades 9–12

Categories	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., forms of text, reading, writing, speaking and listening strategies, elements of style, terminology)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectivenessuses critical/creative thinking	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., evaluation, forming of conclusions, critical/creative analysis, critical literacy, metacognition)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

The Achievement Chart for English: Grades 9–12 *(cont.)*

Categories	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information précises (e.g., clear expression, logical organization) **in oral, visual, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., appropriate style, voice and point of view) **in oral, visual, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), **vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, strategies, oral communication, writing and reading processes) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., use of technology, oral communication, writing and reading processes) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between text and personal knowledge and experience, between text and other texts, and between text and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50 per cent or higher. The final grade for each course in Grades 9 to 12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

REPORTING ON DEMONSTRATED LEARNING SKILLS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

CORE COURSES

English, Grade 9

Academic EAE1D

This course is designed to help students develop the communication skills needed for success in their secondary school academic programs and in their daily lives. Students will develop critical and creative thinking skills as they analyse literary texts from contemporary and historical periods; interpret the ideas, information, and messages in informational and media texts; and create texts in a variety of forms. An important emphasis throughout the course is on strategies that contribute to clear, correct, and effective communication.

Prerequisite: None

ORAL AND ORAL-VISUAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use active listening strategies and higher-order thinking skills to interpret, make inferences about, and respond to a variety of situations for a variety of purposes;
2. use appropriate speaking skills and strategies when communicating in formal and informal situations;
3. prepare and deliver a variety of independent and collaborative oral and oral-visual communications, using appropriate forms, conventions, and techniques;
4. analyse their listening and speaking strategies and set goals to improve their oral communication skills.

SPECIFIC EXPECTATIONS

1. Listening and Responding

By the end of this course, students will:

Using Active Listening Strategies

1.1 use a variety of active listening strategies in a range of situations, including working in groups, selecting them according to the purpose of the situation *(e.g., ask relevant questions when leading a group discussion or after listening to an oral presentation)*

Comprehension Strategies

1.2 identify and use a range of comprehension strategies to understand and clarify the meaning of complex and challenging oral communications *(e.g., reformulate the message to verify understanding of an oral communication)*

Analysing Texts

1.3 identify information, ideas, and point of view in a variety of oral communications, and analyse the strategies used in them to inform, persuade, or entertain *(e.g., compare the persuasive strategies used in various advertisements for similar products)*

Making Inferences

1.4 make inferences about messages using the language of the text and oral and visual cues to support their interpretations *(e.g., understand why in an ad for a healthy snack a grimacing child becomes a happy child on tasting the food)*

Critical Literacy

1.5 express and defend opinions on the content, tone, perspectives, and/or biases in oral communications *(e.g., expand on ideas and use logical arguments when discussing bias in a persuasive text)*

Understanding Elements, Conventions, and Techniques

1.6 identify the elements, conventions, and techniques used in a variety of oral and oral-visual communications, and explain how they convey meaning, and influence and engage an audience *(e.g., explain how the tone of voice and mannerisms of a character in a skit or a commercial affect the audience's reaction to the skit or commercial)*

2. Speaking Skills

By the end of this course, students will:

Using Appropriate Language

2.1 use appropriate words, phrases, and terminology, as well as inclusive and non-discriminatory language, to communicate precisely and effectively *(e.g., use standard English in formal presentations and incorporate specialized language where appropriate)*

Stylistic Devices

2.2 use stylistic devices to illustrate ideas and to engage a specific audience *(e.g., use literary devices such as rhyme, alliteration, and assonance to evoke a mood in the audience when presenting their poetry at a reading)*

Clarity and Coherence

2.3 communicate in a clear and coherent manner, presenting information and ideas in ways that are appropriate for the purpose, subject matter, and audience *(e.g., use appropriate transitional devices, such as "my first point" or "in the past", to indicate the order in which important points are being made or when events being referred to occurred, in delivering an oral report or a speech, or in an informal discussion)*

Speaking Effectively

2.4 identify and use a range of vocal effects *(e.g., tone, pace, pitch, volume)* and non-verbal cues *(e.g., facial expressions, gestures, eye contact)* to communicate effectively and engage an audience *(e.g., change intonation to create a desired effect when delivering a speech; use exaggerated facial expressions and gestures to enhance the audience's comprehension and enjoyment of a skit)*

3. Preparing and Delivering Presentations

By the end of this course, students will:

Using a Process

3.1 use a process approach when producing independent or collaborative oral and oral-visual presentations *(e.g., revise their delivery strategies by using peers' suggestions to improve their verbal and non-verbal messages and persuasive techniques in the production of an opinion text)*

Creative Performances

3.2 deliver an individual or a collaborative creative performance of their own or others' writing, including an adaptation *(e.g., act in a skit; produce or perform in a dramatization of a poem)*

Formal Speaking

3.3 deliver a formal presentation *(e.g., present a research report)* incorporating the following elements:

- an introduction, a thesis, development, and a conclusion
- appropriate visual and/or multimedia aids *(e.g., graphic organizers to present information visually)*
- level of language that suits the purpose and audience
- time allotted for questions from the audience

Media Texts

3.4 produce oral and/or oral-visual media texts of some technical complexity, using appropriate forms, conventions, and techniques *(e.g., produce a radio or a video advertisement and a newspaper article on a topic of interest to students)*

Using Effective Presentation Skills

3.5 adapt presentation strategies according to the audience's verbal and non-verbal responses to maintain or increase effectiveness of delivery *(e.g., adjust tone of voice, body language, and vocabulary to maintain audience interest in research reports delivered orally)*

4. Reflecting on Oral and Oral-Visual Communication Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they found most helpful in interpreting and producing oral and oral-visual communications *(e.g., identify the listening strategies that were most effective for a specific form of presentation)*

Setting Goals

4.2 identify their oral communication strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

READING AND INTERPRETATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. identify a variety of reading strategies and use them appropriately before, during, and after reading to understand ideas and information in increasingly challenging texts;

2. identify and describe the form, structure, and stylistic elements in a variety of literary texts, including modern texts and works from various historical periods and cultures, and in informational texts, including media texts, produced for a variety of audiences and purposes;

3. demonstrate a range of critical literacy skills by analysing and assessing overt and implied messages in a text, the author's use of stylistic techniques, and the perspectives presented in the text;

4. analyse their skills as readers and interpreters of texts and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Comprehending and Interpreting

By the end of this course, students will:

Purpose

1.1 choose reading materials that are appropriate for an assigned purpose and adapt their reading style to suit both the purpose and the style of the texts *(e.g., select a variety of relevant websites for research on a topic)*

Demonstrating Understanding

1.2 summarize the main ideas and supporting details in texts, identifying relevant information for an assigned task *(e.g., identify the five Ws [who, what, where, when, and why?] in newspaper articles; categorize information from a website when doing research)*

Making Inferences

1.3 develop interpretations of increasingly complex texts, using stated and implied ideas from the texts to support their interpretations *(e.g., explain the motivations and evolution of the main characters in a novel or play by writing character sketches of them)*

Analysing Texts

1.4 analyse the characteristics and elements of style in a variety of texts and explain how they contribute to the meaning of the text and influence the reader's reaction *(e.g., identify elements relating to the style of ads, such as deliberately misspelled words and the use of puns, and explain how they convey meaning and create an effect)*

Extending Understanding

1.5 extend understanding of texts by connecting the ideas in them to their own knowledge, experiences, and insights; to other texts; and to the world around them *(e.g., analyse interpretations of a literary text under study on websites dedicated to authors and/or works of literature, noting similar or different points of view)*

2. Understanding Forms and Their Characteristics

By the end of this course, students will:

Fiction/Literature

2.1 read a range of literature from various periods and cultures (short stories, poems, modern and historical plays, and novels) and explain how the elements of stories *(e.g., plot, theme, conflict, character, setting)* and literary/stylistic devices *(e.g., dialogue/asides, oxymoron, connotation/denotation, imagery, euphemism, symbolism)* work together to communicate meaning and enhance their effectiveness

Informational/Persuasive Texts

2.2 read print and electronic magazine articles, research reports, and simple persuasive essays, and explain how their text features, text

patterns, and other characteristics, including the following, help convey information effectively:
- introduction, body, conclusion
- hook/topic sentence, thesis statement
- structure of arguments/information
- rhetorical devices
- level of language
- references
- layout
- graphics and other visuals

2.3 read a range of news articles from various print and electronic sources and explain how their text features, text patterns, and other characteristics, including the following, help convey information effectively:
- headline/byline/place line
- lead
- the five Ws *(who, what, where, when,* and *why?)*
- graphics and photographs
- inverted pyramid style (moving from the most important information to the least important)

Media Texts

2.4 interpret a range of print advertisements from various media sources *(e.g., the Internet, newspapers)*, explaining how their elements, conventions, and techniques, including the following, vary according to purpose and audience:
- a slogan
- visual effects
- graphics
- word choice, connotation

3. Applying Critical Literacy Skills

By the end of this course, students will:

Evaluating Texts

3.1 evaluate the quality and effectiveness of a text, basing their assessment on evidence from that text, on previous knowledge, and on comparisons with other texts *(e.g., compare the structure and techniques used in a newspaper report on a particular story with those of a TV newscast item on the same story)*

Assessing Information

3.2 recognize and challenge false, incomplete, or misleading information, and bias, stereotypes, and prejudice in texts *(e.g., analyse cultural stereotypes in a novel or a sitcom)*

Production Perspective

3.3 identify who produces various media texts and determine their interests and/or perspectives, and describe how the texts both shape and reflect values, trends, and behaviour in society *(e.g., analyse websites that are popular among teenagers by determining who creates them, which companies pay to advertise on them, and how the content on the sites influences their target audience and reflects its members' social behaviour)*

Author

3.4 explain how the life of an author, including his or her cultural and social background, can influence a text *(e.g., research the degree to which Wayson Choy's Chinese heritage influenced him in his writing of* The Jade Peony*)*

4. Reflecting on Reading and Interpretation Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they used before, during, and after reading, and identify which of them were most helpful in interpreting texts *(e.g., explain how skimming allows one to find information more quickly when doing research)*

Setting Goals

4.2 identify their reading and interpretation strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

WRITING AND REPRESENTATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use a variety of pre-writing strategies to generate ideas and plan the content and organization of texts effectively and according to their purpose and audience;

2. apply strategies to select, organize, and document information for research purposes from a variety of texts and electronic resources;

3. write texts in a variety of forms and for various media, applying their knowledge of the stylistic techniques and other characteristics associated with each form;

4. revise, edit, and publish their texts to refine expression, correct errors, and present their work effectively;

5. analyse their writing and producing strategies and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Purpose and Audience

1.1 use a variety of pre-writing strategies to determine a purpose and audience and generate topics for a text, and to develop ideas and arguments for the text and locate information that will support the ideas and arguments *(e.g., generate ideas through brainstorming, pre-writing activities, exploration of print and electronic resources, and discussion with peers and/or a chosen audience)*

Organizing

1.2 sort, classify, and order main and supporting ideas and details by manipulating and organizing them into units that could be used for writing a text *(e.g., use spatial references when describing a ghost town in a mystery story; eliminate irrelevant details)*

2. Researching

By the end of this course, students will:

Planning Their Research

2.1 determine the focus of their research and develop a plan for gathering information *(e.g., specify key research questions, and list possible sources of information and how they can be obtained)*

Researching and Recording

2.2 locate and select research material, and summarize and/or paraphrase important ideas and information, making records of all sources in order to cite them and avoid plagiarism *(e.g., highlight key information on photocopies of research material, commenting on how the information relates to their thesis)*

Preparing an Outline

2.3 identify main and supporting ideas and information, and organize key points by determining a logical order in which to present them *(e.g., build a point-form outline of main and supporting ideas to follow in writing a research report)*

Incorporating Sources

2.4 cite evidence and examples to support ideas and information *(e.g., quote an expert on a subject to support an argument in a persuasive text)*

Respecting Methodology

2.5 apply the basic elements of a standard method for presenting information in a text, including the title page, table of contents, and references *(e.g., use the MLA [Modern Language Association] or the APA [American Psychological Association] method for citing references)*

3. Applying Knowledge of Forms and Techniques

By the end of this course, students will:

Creative Texts

3.1 write a narrative text *(e.g., an introduction or an alternative ending to a short story; a mystery short story)* that includes the following:
- action building to a climax
- a consistent point of view *(e.g., use of a first-person narrator throughout)*
- other stylistic techniques appropriate to the form selected

3.2 write a script that is related to a work of fiction under study and that includes the following:
- a setting indicated in the play's subtext
- stage directions
- realistic characterization
- effective dialogue

3.3 write a variety of poems *(e.g., lyric, narrative)* that have the standard elements of poetry, including the following:
- sensory appeal, words with strong connotations, and imagery
- an original theme
- figures of speech
- a pattern of rhythm and rhyme

Informational Texts

3.4 write a multi-paragraph research report on a literary text or an assigned topic that has:
- a clear, focused introduction that includes a thesis statement
- body paragraphs containing relevant information and appropriate transitional devices *(e.g., "first", "next", "finally")*
- a conclusion that summarizes the key ideas
- references to at least three print and/or electronic sources

3.5 write a news article that:
- contains clear, accurate, and complete information, and is free of irrelevant details
- answers the five Ws *(who, what, where, when,* and *why?)*
- uses the inverted pyramid (moving from the most important information to the least important)
- uses gender-neutral language and an appropriate level of language

Persuasive Texts

3.6 write a three-paragraph persuasive text that has:
- a striking opening and a thesis statement
- a body paragraph containing relevant supporting evidence
- a convincing conclusion

3.7 write essay-type answers to assigned questions about a literary text being studied that have:
- an introduction that features a general statement, repeats the key words in the question, identifies the work and author, provides a one-sentence summary of the text, and contains a thesis statement
- one or two paragraphs that develop the thesis, using direct references from the text, and key details, examples, and other evidence to support the thesis, followed by interpretive commentary
- a concluding paragraph that summarizes the key ideas developed

Media Texts

3.8 produce a variety of print ads *(e.g., poster, billboard, flyer)*, each of which:
- has a catchy slogan
- contains attractive visual elements *(e.g., colour, an appealing font and layout)*
- uses standard advertising strategies *(e.g., subliminal messages, repetition, celebrity endorsements)*

4. Revising, Editing, and Publishing Texts

By the end of this course, students will:

Revising

4.1 make revisions to improve the content, clarity, and interest of their written work, and the appropriateness of its tone, using feedback from the teacher and their peers and focusing on the following:
- clear transitions between ideas and information
- vocabulary that is specific to the topic, and words and phrases that help emphasize important ideas or create an impression
- a variety of sentence types and structures that feature both the active and the passive voice
- stylistic techniques to achieve particular effects *(e.g., sound devices, such as onomatopoeia and alliteration, and action verbs to enhance the effectiveness of a script)*

Editing

4.2 edit and proofread their work, using a variety of reference materials *(e.g., print and online dictionaries, thesauruses, glossaries, spell-check programs)* and applying the language conventions listed on page 47

Publishing

4.3 produce final drafts, using a variety of technological resources to format their work and enhance its presentation *(e.g., use publishing software to produce a print ad)*

5. Reflecting on Writing and Representation Skills and Strategies

By the end of this course, students will:

Metacognition

5.1 identify the skills and strategies they used in the process of writing and producing texts *(e.g., keep a journal to determine what they have learned while researching and writing a report)*

Setting Goals

5.2 identify their writing and producing skills and weaknesses, and set goals for strengthening the areas in which they need improvement

Language Conventions

In drafting, revising, editing, and proofreading their texts, students will apply their knowledge of the language conventions appropriate for their grade. In this course, students will:

Sentence Structure

- construct sentences correctly, avoiding such errors as the following: sentence fragments, run-on sentences, comma splices, and dangling modifiers and participles;
- use a variety of sentence structures *(e.g., simple, compound, complex, compound-complex)*;
- use a variety of devices to combine clauses in a sentence *(e.g., a semicolon between two independent clauses, a comma following a subordinate clause that begins a sentence)*;

Use of Verbs

- apply the rules of subject-verb agreement, including those that apply to relative pronouns *(e.g., who, whoever, whomever)*, indefinite pronouns *(e.g., each, everyone, everybody)*, expletive constructions *(e.g., There are two apples)*, and fractional expressions *(e.g., half of, part of)*;
- use the passive and active voices;
- use the present, past, and future tenses;

Use of Other Parts of Speech

- use pronouns correctly, with a focus on consistency in using them, proper use of relative pronouns and pronoun cases, and agreement of pronouns with their antecedents;
- use a variety of transitional words to link sentences and paragraphs *(e.g., adverbs: moreover, furthermore; coordinating and subordinating conjunctions: although, yet)*;
- use adjectival and adverbial modifiers in various ways *(e.g., adjectives in comparisons: fresh fruit, fresher fruit, the freshest fruit; adverbial clauses to indicate why an action took place: She kept quiet in order to avoid trouble)*;

Capitalization and Punctuation

- use the punctuation and capitalization required for direct quotations, dialogue in scripts, and creative writing such as poetry;
- use square brackets to indicate additions to quoted material;

Spelling

- use a variety of strategies to spell words correctly *(e.g., determine what are prefixes and suffixes; use an online dictionary to verify spelling)*;
- identify words that are confusing because they sound alike *(e.g., homophones: principle and principal)* or because they differ only slightly in spelling or meaning from words in the French language *(e.g., literature/littérature, development/développement)*.

English, Grade 9

Applied EAE1P

This course is designed to help students develop their English-language communication skills, while improving their fluency in the language and confidence in their ability to use it. Students will develop critical and creative thinking skills as they interpret and create a variety of literary, informational, and media texts. The course focuses on the use of strategies for the clear and correct communication of ideas, information, and opinions in contexts that are relevant to students' lives.

Prerequisite: None

ORAL AND ORAL-VISUAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use active listening strategies and higher-order thinking skills to interpret, make inferences about, and respond to a variety of situations for a variety of purposes;
2. use appropriate speaking skills and strategies when communicating in formal and informal situations;
3. prepare and deliver a variety of independent and collaborative oral and oral-visual communications, using appropriate forms, conventions, and techniques;
4. analyse their listening and speaking strategies and set goals to improve their oral communication skills.

SPECIFIC EXPECTATIONS

1. Listening and Responding

By the end of this course, students will:

Using Active Listening Strategies

1.1 use a variety of active listening strategies in a range of situations, including working in groups, selecting them according to the purpose of the situation *(e.g., ask questions about and offer feedback on others' contributions in a group discussion)*

Comprehension Strategies

1.2 identify and use a range of comprehension strategies to understand and clarify the meaning of challenging oral communications *(e.g., ask questions to clarify meaning during a lesson)*

Analysing Texts

1.3 identify information, ideas, and point of view in a variety of communications, and analyse the strategies used in them to inform, persuade, or entertain *(e.g., summarize and paraphrase information given in oral communications, making judgements about the accuracy of the information)*

Making Inferences

1.4 make inferences about messages using the language of the text and oral and visual cues to support their interpretations *(e.g., identify the intent and message in an ad through analysis of its use of graphics and colour)*

Critical Literacy

1.5 express and defend opinions on the content, tone, perspectives, and/or biases in oral communications *(e.g., express an opinion about offensive or discriminatory song lyrics)*

Understanding Elements, Conventions, and Techniques

1.6 identify the elements, conventions, and techniques used in a variety of oral and oral-visual communications, and explain how they convey meaning, and influence and engage an audience *(e.g., explain why the slogan in a commercial is catchy or how the layout in a print ad attracts attention)*

2. Speaking Skills

By the end of this course, students will:

Using Appropriate Language

2.1 use appropriate words, phrases, and terminology, as well as inclusive and non-discriminatory language, to communicate precisely and effectively *(e.g., use slang, jargon, and colloquialisms when appropriate, such as in skits in which the speech of characters would include these features)*

Stylistic Devices

2.2 use basic stylistic devices to illustrate ideas and to engage a specific audience *(e.g., use alliteration, assonance, metaphor, simile, and/or puns to illustrate ideas in limericks and haikus delivered at an informal reading)*

Expanding Vocabulary

2.3 use strategies to expand vocabulary *(e.g., keep a list of favourite words and phrases; use reference sources to determine the meanings of unfamiliar words)*

Clarity and Coherence

2.4 communicate in a clear and coherent manner, presenting information and ideas in ways that are appropriate for the purpose, subject matter, and audience *(e.g., use transitional devices, such as "first", "next", and "finally", to move through a series of important points in an explanation)*

Speaking Effectively

2.5 identify and use a range of vocal effects *(e.g., tone, pace, pitch, volume)* and non-verbal cues *(e.g., facial expressions, gestures, eye contact)* to communicate effectively and engage an audience's attention *(e.g., use intonation, pace, and volume to create a desired effect and/or enhance the audience's appreciation when performing in a skit or delivering a speech)*

3. Preparing and Delivering Presentations

By the end of this course, students will:

Using a Process

3.1 use a process approach when producing independent or collaborative oral and oral-visual presentations *(e.g., rehearse to limit the use of written text during delivery of a formal presentation; make adjustments using their peers' suggestions in the production of an opinion text)*

Creative Performances

3.2 deliver an individual or a collaborative creative performance of their own or others' writing, including an adaptation *(e.g., act in a skit; recite a poem)*

Formal Speaking

3.3 deliver a formal presentation *(e.g., present a research report)* incorporating the following elements:

- an introduction, development (with at least three main points), and a conclusion
- appropriate visual and/or multimedia aids *(e.g., create a chart showing the timeline for a sequence of events)*
- level of language that suits the purpose and audience
- time allotted for questions from the audience

Media Texts

3.4 produce a variety of oral and/or oral-visual media texts of some technical complexity, using appropriate forms, conventions, and techniques *(e.g., produce a radio or video advertisement and a pamphlet promoting a career choice)*

Using Effective Presentation Skills

3.5 adapt presentation strategies according to the audience's verbal and non-verbal responses to maintain or increase effectiveness of delivery *(e.g., adjust tone of voice, body language, and vocabulary to maintain audience interest in research reports delivered orally)*

4. Reflecting on Oral and Oral-Visual Communication Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they found most helpful in interpreting and producing oral and oral-visual communications *(e.g., explain how listening to a radio advertisement more than once can improve one's awareness of any hidden messages)*

Setting Goals

4.2 identify their oral communication strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

READING AND INTERPRETATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. identify a variety of reading strategies and use them appropriately before, during, and after reading to understand ideas and information in increasingly challenging texts;

2. identify and describe the form, structure, and stylistic elements in a variety of forms of contemporary literary and informational texts, including media texts, produced for a variety of audiences and purposes;

3. demonstrate a range of critical literacy skills by analysing and assessing overt and implied messages in a text, the author's use of stylistic techniques, and the perspectives presented in the text;

4. analyse their skills as readers and interpreters of texts and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Comprehending and Interpreting

By the end of this course, students will:

Purpose

1.1 choose reading materials that are appropriate for an assigned purpose and adapt their reading style to suit both the purpose and the style of the texts *(e.g., select newspaper articles on a topic from a variety of newspapers and create a clippings journal)*

Demonstrating Understanding

1.2 summarize the main ideas and supporting details in texts, identifying relevant information for an assigned task *(e.g., identify the five Ws [who, what, where, when,* and *why?] in newspaper articles; draw a chart to illustrate plot development)*

Making Inferences

1.3 develop interpretations of texts using stated and implied ideas from the texts to support their interpretations *(e.g., provide a point-form summary of a short opinion piece, identifying the author's arguments and perspective on the topic)*

Analysing Texts

1.4 analyse the characteristics and elements of style in a variety of texts and explain how they contribute to the meaning of the text and influence the reader's reaction *(e.g., explain the evolution and motivations of the main characters in a novel, citing key passages and/or providing examples from the text; explain how the content and level of language in a commercial aimed at teens affect the target audience)*

Extending Understanding

1.5 extend understanding of texts by connecting the ideas in them to their own knowledge, experiences, and insights; to other texts; and to the world around them *(e.g., identify similarities and differences in two different media texts, such as a billboard and a website ad for the same product)*

2. Understanding Forms and Their Characteristics

By the end of this course, students will:

Fiction/Literature

2.1 read a range of contemporary literature (short stories, poems, plays, and novels) from different cultures and explain how the elements of stories *(e.g., plot, theme, conflict, character, setting)* and literary/stylistic devices *(e.g., oxymoron, imagery, symbolism)* work together to communicate meaning and enhance their effectiveness

Informational/Persuasive Texts

2.2 read print and electronic magazine articles, research reports, informational pamphlets, and opinion pieces, and explain how their text features, text patterns, and other characteristics, including the following, help convey information effectively:

- introduction, body, conclusion
- hook/topic sentence

- structure of arguments/information
- level of language
- references
- layout
- graphics and other visuals

Media Texts

2.3 interpret a range of print advertisements from various media sources *(e.g., billboards, posters, magazines)*, explaining how their elements, conventions, and techniques, including the following, vary according to purpose and audience:

- a slogan
- visual effects
- graphics
- word choice

3. Applying Critical Literacy Skills

By the end of this course, students will:

Evaluating Texts

3.1 evaluate the quality and effectiveness of a text, basing their assessment on evidence from that text, on previous knowledge, and on comparisons with other texts *(e.g., compare the structure, content, and techniques used in a political campaign ad with those used in a public-service announcement)*

Assessing Information

3.2 recognize and challenge false, incomplete, or misleading information and bias, stereotypes, and prejudice in texts *(e.g., analyse bias in the Disney story of Pocahontas and identify how Aboriginal stereotypes affect their personal beliefs)*

Production Perspective

3.3 identify who produces various media texts and determine their interests and/or perspectives, and describe how the texts both shape and reflect values, trends, and behaviour in society *(e.g., explain how music videos play a role in shaping teenagers' beliefs and attitudes)*

Author

3.4 explain how the life of an author, including his or her cultural and social background, can influence a text *(e.g., research how much the 1989 Tiananmen Square massacre in Beijing influenced William Bell in his writing of the novel* Forbidden City*)*

4. Reflecting on Reading and Interpretation Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they used before, during, and after reading, and identify which of them were most helpful in interpreting texts *(e.g., explain how keeping a list of questions and answers while reading a challenging informational text helped in interpreting it)*

Setting Goals

4.2 identify their reading and interpretation strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

WRITING AND REPRESENTATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use a variety of pre-writing strategies to generate ideas and plan the content and organization of texts effectively and according to their purpose and audience;
2. apply strategies to select, organize, and document information for research purposes from a variety of texts and electronic resources;
3. write texts in a variety of forms and for various media, applying their knowledge of the stylistic techniques and other characteristics associated with each form;
4. revise, edit, and publish their texts to refine expression, correct errors, and present their work effectively;
5. analyse their writing and producing strategies and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Purpose and Audience

1.1 use a variety of pre-writing strategies to determine a purpose and audience and generate topics for a text, and to develop ideas and arguments for the text and locate information that will support the ideas and arguments *(e.g., generate ideas through brainstorming, pre-writing activities, exploration of print and electronic resources, and discussion with peers and a chosen audience)*

Organizing

1.2 sort, classify, and order main and supporting ideas and details by manipulating and organizing them into units that could be used for writing a text *(e.g., use a logical order when listing items, such as descending order – beginning with the best-selling title – for a list of CDs in a promotional brochure)*

2. Researching

By the end of this course, students will:

Planning Their Research

2.1 determine the focus of their research and develop a plan for gathering information *(e.g., brainstorm, list questions, and use idea webs to identify topics to investigate)*

Researching and Recording

2.2 locate and select research material, and summarize and/or paraphrase important ideas and information, making records of all sources in order to cite them and avoid plagiarism *(e.g., note comments and questions while reading research material; highlight key information on copies of research material)*

Preparing an Outline

2.3 identify main and supporting ideas and information, and organize key points by determining a logical order in which to present them *(e.g., list the main ideas in descending order of importance in a point-form outline)*

Incorporating Sources

2.4 cite evidence and examples to support ideas and information *(e.g., include a hyperlink to a website that will provide additional information in a multi-paragraph report)*

Respecting Methodology

2.5 apply the basic elements of a standard method for presenting information in a text, including the title page, table of contents, and references *(e.g., use the MLA [Modern Language Association] or the APA [American Psychological Association] method for citing references)*

3. Applying Knowledge of Forms and Techniques

By the end of this course, students will:

Creative Texts

3.1 write a narrative text related to a work under study *(e.g., an introduction or an alternative ending to a short story, short script, or fable)* that includes the following:
- a plot
- a setting
- conflict
- a consistent point of view
- effective dialogue

3.2 write a narrative or a descriptive text *(e.g., travelogue, personal account, biography)* that includes:
- effective word choice *(e.g., precise nouns, adverbs, and adjectives)*
- sensory details
- stylistic techniques appropriate to the form selected

3.3 write a variety of poems *(e.g., limerick, haiku)* that have the standard elements of poetry, including the following:
- sensory appeal and imagery
- an original theme
- a pattern of rhythm and rhyme

Informational Texts

3.4 write a multi-paragraph report based on research on an assigned topic that includes:
- a clear, focused introduction
- body paragraphs containing relevant information
- a conclusion that summarizes the key ideas
- references to at least three print and/or electronic sources

Persuasive Texts

3.5 write an opinion text *(e.g., letter of opinion, letter of advice)* that has:
- an opening paragraph featuring a sentence that attracts attention and states the topic
- two body paragraphs that support the opinion with relevant details
- a closing paragraph that restates key ideas

3.6 write one-paragraph responses to questions on texts under study that include:
- an opening sentence that repeats the key words in the question
- two or three sentences that answer the question, referring to a specific passage and relevant details in the text
- a closing paragraph that restates key ideas

Media Texts

3.7 produce a variety of print ads *(e.g., pamphlet, poster, billboard)* that feature:
- a catchy slogan
- attractive visual elements *(e.g., appealing colour, font, and layout)*
- standard ad strategies *(e.g., subliminal messages, repetition, celebrity endorsements)*

3.8 produce an informational pamphlet that features:
- accurate information that is presented clearly and concisely
- interesting visuals *(e.g., graphics, photos, images, logos)*
- an interesting and appealing layout
- gender-neutral language

4. Revising, Editing, and Publishing Texts

By the end of this course, students will:

Revising

4.1 make revisions to improve the content, clarity, and interest of their written work, and the appropriateness of its tone, using feedback from the teacher and their peers and focusing on the following:
- appropriate transitions between ideas and information
- vocabulary that is specific to the topic, and words and phrases that help emphasize important ideas or create an impression
- a variety of sentence types and sentence structures
- a variety of linking words to combine sentences
- stylistic techniques to achieve particular effects *(e.g., metaphors and personification to enhance descriptive paragraphs or texts)*

Editing

4.2 edit and proofread their work, using a variety of reference materials *(e.g., print and online dictionaries, thesauruses, glossaries, spell-check programs)* and applying the language conventions listed on page 57

Publishing

4.3 produce final drafts, using a variety of technological resources to format their work and enhance its presentation *(e.g., use publishing software to produce a pamphlet)*

5. Reflecting on Writing and Representation Skills and Strategies

By the end of this course, students will:

Metacognition

5.1 identify the skills and strategies they used in the process of writing and producing texts *(e.g., explain how having examined a variety of informational pamphlets helped them create an effective informational pamphlet)*

Setting Goals

5.2 identify their writing and producing skills and weaknesses, and set goals for strengthening the areas in which they need improvement

Language Conventions

In drafting, revising, editing, and proofreading their texts, students will apply their knowledge of the language conventions appropriate for their grade. In this course, students will:

Sentence Structure

- construct sentences correctly, avoiding such errors as the following: sentence fragments, run-on sentences, and comma splices;
- use a variety of sentence structures, including simple, compound, and complex;
- use appropriate devices to combine clauses in a sentence *(e.g., a comma and a coordinating conjunction between two independent clauses; a comma following a subordinate clause that begins a sentence)*;
- use a variety of sentence types for interest and effect *(e.g., use interrogative and/or exclamatory sentences occasionally)*;

Use of Verbs

- apply the rules of subject-verb agreement, including those that apply to relative pronouns *(e.g., who, whoever, whomever)*, indefinite pronouns *(e.g., each, everyone, everybody)*, and fractional expressions *(e.g., half of, part of)*;
- use the active and passive voices appropriately;

Use of Other Parts of Speech

- identify pronouns that are confusing because they sound like other constructions *(e.g., their, there, they're; whose, who's; its, it's)*;
- use transitional words to link sentences and paragraphs *(e.g., adverbs: however, therefore; coordinating and subordinating conjunctions: and, if)*;
- use adjectival and adverbial modifiers in various ways *(e.g., adjectives in comparisons: fresh fruit, fresher fruit, the freshest fruit; adverbial clauses to indicate why an action took place: She kept quiet in order to avoid trouble)*;

Capitalization and Punctuation

- use the punctuation and capitalization required for direct quotations, dialogue in scripts, and in creative writing such as poetry;
- use square brackets to indicate additions to quoted material;

Spelling

- use a variety of strategies to spell words correctly *(e.g., apply their knowledge of common letter patterns, such as "ion" at the end of nouns and "ing" at the end of verbs; use their knowledge of the spelling of French words)*;
- identify words that are confusing because they sound alike *(e.g., principle, principal; see, sea)* or because they differ only slightly in spelling or meaning from words in the French language *(e.g., literature/littérature, development/développement)*.

English, Grade 10

Academic EAE2D

This course is designed to help students extend their knowledge of the communication skills needed for success in secondary school academic programs and in their daily lives. Students will develop their critical and creative thinking skills as they analyse contemporary and historical literary texts, interpret informational and media texts, and create a variety of oral, written, and media texts. The course focuses on strategies for making communication clear, correct, and effective.

Prerequisite: English, Grade 9, Academic or Applied

ORAL AND ORAL-VISUAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use active listening strategies and higher-order thinking skills to interpret, make inferences about, and respond to a variety of situations for a variety of purposes;
2. use appropriate speaking skills and strategies when communicating in formal and informal situations;
3. prepare and deliver a variety of independent and collaborative oral and oral-visual communications, using appropriate forms, conventions, and techniques;
4. analyse their listening and speaking strategies and set goals to improve their oral communication skills.

SPECIFIC EXPECTATIONS

1. Listening and Responding

By the end of this course, students will:

Using Active Listening Strategies

1.1 use a variety of active listening strategies in a range of situations, including working in groups, selecting them according to the purpose of the situation *(e.g., demonstrate the ability to visualize ideas heard in a lecture; make notes during a speech and use them to interact with the speaker after the speech)*

Comprehension Strategies

1.2 identify and use a range of comprehension strategies to understand and clarify the meaning of complex and challenging oral communications *(e.g., research Elizabethan times before viewing a documentary on this period)*

Analysing Texts

1.3 identify information, ideas, and point of view in a variety of oral communications, and analyse the strategies used in them to inform, persuade, or entertain *(e.g., summarize the plot after viewing a film adaptation of one of Shakespeare's plays)*

Making Inferences

1.4 make inferences about messages using the language of the text and oral and visual cues to support their interpretations *(e.g., describe the humour in the non-verbal language of characters in a variety of ads)*

Critical Literacy

1.5 express and defend opinions on the content, tone, perspectives, and/or biases in oral communications *(e.g., use a combination of fact and opinion when comparing the portrayals of women in a recent film with those in a film made more than thirty years ago)*

Understanding Elements, Conventions, and Techniques

1.6 identify the elements, conventions, and techniques used in a variety of oral and oral-visual communications, and explain how they convey meaning, and influence and engage an audience *(e.g., demonstrate an understanding of how the hook in a speech grabs the audience's attention)*

2. Speaking Skills

By the end of this course, students will:

Using Appropriate Language

2.1 use appropriate words, phrases, and terminology, as well as inclusive and non-discriminatory language, to communicate precisely and effectively *(e.g., use informal language, including slang, in a video aimed at alerting teenagers to the problem of bullying)*

Stylistic Devices

2.2 use stylistic devices to illustrate ideas and to engage a specific audience *(e.g., use rhetorical questions and parallel structure to influence an audience when delivering a formal presentation related to a text under study)*

Clarity and Coherence

2.3 communicate in a clear and coherent manner, presenting information and ideas in ways that are appropriate for the purpose, subject matter, and audience *(e.g., use transitional devices when comparing two products or films)*

Speaking Effectively

2.4 identify and use a range of vocal effects *(e.g., tone, pace, pitch, volume)* and non-verbal cues *(e.g., facial expressions, gestures, eye contact)* to communicate effectively and engage an audience *(e.g., modify their pace to aid the audience's comprehension when responding to questions after delivering an oral presentation or when presenting poems at a reading)*

3. Preparing and Delivering Presentations

By the end of this course, students will:

Using a Process

3.1 use a process approach when producing independent or collaborative oral and oral-visual presentations *(e.g., review the appropriateness of the content and, if necessary, adjust elements, such as pace, volume, tone, and images, in a video for an educational campaign)*

Creative Performances

3.2 deliver an individual or a collaborative creative performance of their own or others' writing, including an adaptation *(e.g., write and act in a one-act play; deliver a soliloquy)*

Formal Speaking

3.3 deliver a formal presentation *(e.g., a speech based on research about a text under study)* incorporating the following elements:

- an introduction, a thesis, development using a specific structure *(e.g., chronological order or order of descending interest)*, and a conclusion
- facts and quotations, along with references to their sources
- appropriate visual and/or multimedia aids *(e.g., use the visual and sound effects capabilities of presentation software when presenting information)*
- level of language that suits the purpose and audience
- time allotted for questions from the audience

Media Texts

3.4 produce oral and/or oral-visual media texts of some technical complexity, using appropriate forms, conventions, and techniques *(e.g., produce a video promoting healthy habits to a specific audience as part of an educational campaign)*

Using Effective Presentation Skills

3.5 adapt presentation strategies according to the audience's verbal and non-verbal responses to maintain or increase effectiveness of delivery *(e.g., adjust verbal elements such as volume, tempo, and stress, and non-verbal elements such as eye contact, facial expressions, and poise to maintain audience interest when delivering a presentation or acting in a scene from a play)*

4. Reflecting on Oral and Oral-Visual Communication Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they found most helpful in producing and interpreting oral and oral-visual communications *(e.g., identify what was most effective in their interactions with the other participants in a group discussion while watching a video recording of the discussion)*

Setting Goals

4.2 identify their oral communication strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

READING AND INTERPRETATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. identify a variety of reading strategies and use them appropriately before, during, and after reading to understand ideas and information in increasingly challenging texts;
2. identify and describe the form, structure, and stylistic elements in a variety of literary texts, including modern texts and works from various historical periods and cultures, and in informational texts, including media texts, produced for a variety of audiences and purposes;
3. demonstrate a range of critical literacy skills by analysing and assessing overt and implied messages in a text, the author's use of stylistic techniques, and the perspectives presented in the text;
4. analyse their skills as readers and interpreters of texts and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Comprehending and Interpreting

By the end of this course, students will:

Purpose

1.1 choose reading materials that are appropriate for an assigned purpose and adapt their reading style to suit both the purpose and the style of the texts *(e.g., read résumés written in a variety of résumé formats to determine which format best suits their own purpose in writing a résumé)*

Demonstrating Understanding

1.2 summarize the main ideas and supporting details in texts, identifying relevant information for an assigned task *(e.g., summarize the main and secondary ideas in newspaper and magazine articles when doing research on an assigned topic)*

Making Inferences

1.3 develop interpretations of increasingly complex texts, using stated and implied ideas from the texts to support their interpretations *(e.g., determine and present an author's perspective on a social issue as presented in an informational text, making references to key passages)*

Analysing Texts

1.4 analyse the characteristics and elements of style in a variety of texts and explain how they contribute to the meaning of the text and influence the reader's reaction *(e.g., explain how an author's use of sentence fragments for the speech of a character illustrates that character's confusion)*

Extending Understanding

1.5 extend understanding of texts by connecting the ideas in them to their own knowledge, experiences, and insights; to other texts; and to the world around them *(e.g., analyse a film version of a play under study by examining its treatment of elements of the play, such as plot, characters, and setting, as well as the cinematic techniques used in it to convey meaning)*

2. Understanding Forms and Their Characteristics

By the end of this course, students will:

Fiction/Literature

2.1 read a range of literature from various periods and cultures (short stories, poems, modern and historical plays, and novels) and explain how the elements of stories *(e.g., plot, theme, conflict, character, setting)* and literary/stylistic devices *(e.g., motif, a foil, flashback, foreshadowing, analogy, allusion)* work together to communicate meaning and enhance their effectiveness

Informational/Persuasive Texts

2.2 read print and electronic magazine articles and comparative, persuasive, and informal essays, and explain how their text features, text patterns, and other characteristics, including the following, help convey information effectively:

- introduction, body, conclusion

- hook/topic sentence, thesis statement
- structure of arguments/organization of information
- rhetorical devices
- level of language
- layout
- graphics and other visuals

2.3 read a variety of résumés *(e.g., functional skills, chronological, creative)* and explain how their text patterns *(e.g., headings/subheadings, sections)*, text features *(e.g., graphics and visual elements such as different font sizes)*, and other characteristics convey information in ways that suit the specific purpose of each type of résumé

2.4 read letters of application for a variety of jobs and explain how their text patterns *(e.g., salutation, closing)*, text features *(e.g., visual elements such as different font sizes)*, and other characteristics convey information in ways that suit each of their specific purposes

Media Texts

2.5 interpret a range of print and video ads for educational campaigns from various media sources *(e.g., the Internet, newspapers)*, explaining how their elements, conventions, and techniques, including the following, vary according to purpose and audience:

- sources
- text layout
- set/camera angles/lighting
- tone and voice

3. Applying Critical Literacy Skills

By the end of this course, students will:

Evaluating Texts

3.1 evaluate the quality and effectiveness of a text, basing their assessment on evidence from the text, on previous knowledge, and on comparisons with other texts *(e.g., compare the effectiveness of a printed movie review with that of a TV review of the same movie)*

Assessing Information

3.2 recognize and challenge false, incomplete, or misleading information and bias, stereotypes, and prejudice in texts *(e.g., analyse a variety of advertisements and determine which of them, if any, feature word choice and/or visual images that promote sexism, violence, or a false concept of beauty)*

Production Perspective

3.3 identify who produces various media texts and determine their interests and/or perspectives, and describe how the texts both shape and reflect values, trends, and behaviour in society *(e.g., analyse podcasts and blogs as sources of news and opinion, determining who creates them, which companies pay to advertise on them, and the reasons for their popularity)*

Author

3.4 explain how the life of an author, including his or her cultural and social background, can influence a text *(e.g., explain why* The Merchant of Venice, *which is today considered a tragedy, was seen as a comedy in Shakespeare's time)*

4. Reflecting on Reading and Interpretation Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they used before, during, and after reading, and identify which of them were most helpful in interpreting texts *(e.g., explain how writing an essay about a text under study helps extend comprehension of and appreciation for the text)*

Setting Goals

4.2 identify their reading and interpretation strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

WRITING AND REPRESENTATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use a variety of pre-writing strategies to generate ideas, and plan the content and organization of texts effectively and according to their purpose and audience;
2. apply strategies to select, organize, and document information for research purposes from a variety of texts and electronic resources;
3. write texts in a variety of forms and for various media, applying their knowledge of the stylistic techniques and other characteristics associated with each form;
4. revise, edit, and publish their texts to refine expression, correct errors, and present their work effectively;
5. analyse their writing and producing strategies and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Purpose and Audience

1.1 use a variety of pre-writing strategies to determine a purpose and audience and generate topics for a text, and to develop ideas and arguments for the text and locate information that will support the ideas and arguments *(e.g., brainstorm for possible topics; write a series of questions on a general topic to help them decide on a specific topic and/or develop a thesis; participate in peer discussions to generate ideas for writing and to determine which audience to target)*

Organizing

1.2 sort, classify, and order main and supporting ideas and details by manipulating and organizing them into units that could be used for writing a text *(e.g., prepare a set of instructions for a process being described in the script for an educational video)*

2. Researching

By the end of this course, students will:

Planning Their Research

2.1 determine the focus of their research and develop a plan for gathering information *(e.g., narrow their focus by establishing a thesis statement and identifying key people to interview)*

Researching and Recording

2.2 locate and select research material, and summarize and/or paraphrase important ideas and information, making records of all sources in order to cite them and avoid plagiarism *(e.g., evaluate electronic resources and reference texts for relevance, accuracy, objectivity, and authority)*

Preparing an Outline

2.3 identify main and supporting ideas and information, and organize key points by determining a logical order in which to present them *(e.g., build "compare and contrast" charts when writing an essay comparing a literary work with a film version of the work)*

Incorporating Sources

2.4 cite evidence and examples to support ideas and information *(e.g., incorporate graphs that illustrate the rise in sales of a specific product in a report)*

Respecting Methodology

2.5 apply the basic elements of a standard method for presenting information in a text, including the title page, table of contents, and references *(e.g., use the MLA [Modern Language Association] or the APA [American Psychological Association] method for citing references)*

3. Applying Knowledge of Forms and Techniques

By the end of this course, students will:

Creative Texts

3.1 write a narrative text *(e.g., skit, one-act play, short story)* that has:
- unity
- atmosphere
- characteristics that are standard to the form
- action building to a climax
- a conflict developed through dialogue
- clearly developed characterization through descriptions of physical and personality traits

3.2 write a variety of poems *(e.g., sonnet, abstract poem, concrete poem)* that have the standard characteristics of the chosen form, including the following:
- imagery and sensory appeal
- an original theme
- stylistic techniques *(e.g., contrast, tone, figures of speech)*
- a pattern of rhythm and rhyme

Informational Texts

3.3 write an informal essay that:
- uses informal language *(e.g., contractions, colloquialisms)*
- has body paragraphs containing relevant information, opinions, and observations, and effective transitional devices *(e.g., "first", "next", "finally")*
- has a conclusion that is related to the introduction

3.4 write a short essay comparing two works *(e.g., a literary work and a film version of the work)* that has:
- a clear focus
- an introduction, including a thesis statement, a body, and a conclusion
- an appropriate organizational pattern of text *(e.g., comparison and contrast, generalization)*
- references to both works

3.5 write letters of application that include:
- a salutation, a body, and a closing
- pertinent information, presented clearly and concisely

3.6 write a résumé that follows a standard style *(e.g., functional skills, chronological, creative)* and that:
- includes standard headings
- includes educational goals, work experience, and a limited amount of personal information
- uses word-processing capabilities for a polished product

Persuasive Texts

3.7 write a persuasive essay that defends an opinion and is based on research, and that:
- assesses information and ideas from at least five print and/or electronic resources
- has a clear, focused introduction, including a thesis statement
- contains three body paragraphs that present ideas coherently, using contrast, comparison, and/or examples
- uses effective diction and gender-neutral language

3.8 write essay-type answers to questions about a work being studied that have:
- an introduction featuring a topic sentence that repeats the key words in the question, and that identifies the work and the author and includes a thesis statement
- one or two paragraphs that develop the thesis, using direct quotations, key supporting details, relevant examples, and other supporting evidence from the text, followed by an interpretation of this evidence
- a concluding paragraph that summarizes the key ideas developed and ends with a new perspective on the question or issue

Media Texts

3.9 produce an educational advertisement in print form that:
- contains an appeal to facts and emotions
- has attractive visual elements *(e.g., rich colour, pleasing font and layout)*
- uses standard advertising strategies *(e.g., repetition, a slogan, connotation)*

4. Revising, Editing, and Publishing Texts

By the end of this course, students will:

Revising

4.1 make revisions to improve the content, clarity, and interest of their written work, and the appropriateness of its tone, using feedback from the teacher and their peers and focusing on the following:
- clear and effective transitions between ideas and information

- vocabulary that is specific to the topic, and words and phrases that emphasize important ideas or create an impression
- a variety of sentence types and structures that feature both the active and the passive voice
- a range of subordinate conjunctions *(e.g., whenever, because, although)*
- stylistic techniques to achieve particular effects *(e.g., rhetorical devices such as hyperbole to enhance a soliloquy)*
- elimination of repetition and wordiness
- variety in the way sentences begin

Editing

4.2 edit and proofread their work, using a variety of reference materials *(e.g., print and online dictionaries, thesauruses, glossaries, spell-check programs)* and applying the language conventions listed on page 67

Publishing

4.3 produce final drafts, using a variety of technological resources to format their work and enhance its presentation *(e.g., use publishing software to produce a print ad)*

5. Reflecting on Writing and Representation Skills and Strategies

By the end of this course, students will:

Metacognition

5.1 identify the skills and strategies they used in the process of writing and/or producing texts *(e.g., list the creative choices they made in writing and producing a one-act play; explain how using their outline to organize their research material made writing a research paper easier)*

Setting Goals

5.2 identify their writing and producing skills and weaknesses, and set goals for strengthening the areas in which they need improvement

Language Conventions

In drafting, revising, editing, and proofreading their texts, students will apply their knowledge of the language conventions appropriate for their grade. In this course, students will:

Sentence Structure

- write grammatically correct sentences, avoiding such errors as the following: sentence fragments, comma splices, run-on sentences, and dangling modifiers;
- write simple, compound, complex, and compound-complex sentences of increasing length;
- use a variety of methods for combining clauses in sentences;
- use parallel grammatical constructions for parallel ideas;

Use of Verbs

- apply the rules of subject-verb agreement, including those that apply to compound subjects, indefinite pronouns, and collective nouns;
- use regular and irregular verbs in the present, past, present perfect, and past perfect tenses;
- maintain consistency in the use of verb tenses;

Use of Other Parts of Speech

- use gerunds, participles, and infinitives correctly;
- use a wide variety of transitional words and phrases effectively to link parts of sentences, sentences in paragraphs, and paragraphs;

Capitalization and Punctuation

- use the punctuation and capitalization required for the form they are using *(e.g., a script, poetry, a persuasive essay)*;

Spelling

- use a variety of strategies to spell words correctly *(e.g., determine the root of a word; recall the meaning of a word's prefix; use their knowledge of French)*.

English, Grade 10

Applied EAE2P

This course is designed to help students extend their knowledge of English-language communication skills by improving their fluency and confidence in using the language. Students will develop their critical and creative thinking skills as they interpret and create a variety of literary, informational, and media texts. An important focus throughout the course is on strategies that contribute to the clear, correct, and effective communication of ideas, information, and opinions in contexts that are relevant to students' lives.

Prerequisite: English, Grade 9, Academic or Applied

ORAL AND ORAL-VISUAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use active listening strategies and higher-order thinking skills to interpret, make inferences about, and respond to a variety of situations for a variety of purposes;
2. use appropriate speaking skills and strategies when communicating in formal and informal situations;
3. prepare and deliver a variety of independent and collaborative oral presentations and oral/visual media texts, using appropriate forms, conventions, and techniques;
4. analyse their listening and speaking strategies and set goals to improve their oral communication skills.

SPECIFIC EXPECTATIONS

1. Listening and Responding

By the end of this course, students will:

Using Active Listening Strategies

1.1 use a variety of active listening strategies in a range of situations, including working in groups, selecting them according to the purpose of the situation *(e.g., identify factors that interfere with listening while participating actively in group work)*

Comprehension Strategies

1.2 identify and use a range of comprehension strategies to understand and clarify the meaning of challenging oral communications *(e.g., ask for clarification or reformulate the message in an oral communication)*

Analysing Texts

1.3 identify information, ideas, and point of view in a variety of oral communications, and analyse the strategies used in them to inform, persuade, or entertain *(e.g., compare the persuasive techniques used by candidates running for student council in their speeches)*

Making Inferences

1.4 make inferences about messages using the language of the text and oral and visual cues to support their interpretations *(e.g., identify persuasive devices such as figurative language and vocal effects in speeches)*

Critical Literacy

1.5 express and defend opinions on the content, tone, perspectives, and/or biases in oral communications *(e.g., assess the treatment of issues in a documentary in a multi-paragraph persuasive essay using fact and opinion)*

Understanding Elements, Conventions, and Techniques

1.6 identify the elements, conventions, and techniques used in a variety of oral and oral-visual communications, and explain how they convey meaning, and influence and engage an audience *(e.g., explain why a rhetorical question or an anecdote at the start of a formal presentation attracts attention)*

2. Speaking Skills

By the end of this course, students will:

Using Appropriate Language

2.1 use appropriate words, phrases, and terminology, as well as inclusive and non-discriminatory language, to communicate precisely and effectively *(e.g., use words with strong connotations in an infomercial)*

Stylistic Devices

2.2 use basic stylistic devices to illustrate ideas and to engage a specific audience *(e.g., use repetition and dramatic pauses for effect in an ad)*

Expanding Vocabulary

2.3 use strategies to expand vocabulary *(e.g., keep a list of transitional devices; find synonyms for frequently used words in reference books and use them)*

Clarity and Coherence

2.4 communicate in a clear and coherent manner, presenting information and ideas in ways that are appropriate for the purpose, subject matter, and audience *(e.g., use cause and effect as an organizing pattern when delivering an oral research report or speech)*

Speaking Effectively

2.5 identify and use a range of vocal effects *(e.g., tone, pace, pitch, volume)* and non-verbal cues *(e.g., facial expressions, gestures, eye contact)* to communicate effectively and engage an audience *(e.g., use intonation and enunciation and adjust pace and volume to ensure the audience's comprehension when presenting one-act plays or monologues)*

3. Preparing and Delivering Presentations

By the end of this course, students will:

Using a Process

3.1 use a process approach when producing independent or collaborative oral and oral-visual presentations *(e.g., review the appropriateness of the content and adjust voice, tempo, enunciation, and physical gestures using their peers' suggestions when preparing for a debate or a video for an educational campaign)*

Creative Performances

3.2 deliver an individual or a collaborative creative performance of their own or others' writing, including an adaptation *(e.g., create and act in a one-act play; deliver a monologue)*

Formal Speaking

3.3 deliver a formal presentation *(e.g., present a research report on a text under study)* incorporating the following elements:

- an introduction, development, and a conclusion
- facts and quotations, along with references to their sources
- appropriate visual and/or multimedia aids *(e.g., a series of photographs to illustrate changes in a city neighbourhood over time)*
- level of language that suits the purpose and audience
- time allotted for questions from the audience

Media Texts

3.4 produce a variety of oral or oral-visual media texts of some technical complexity, using appropriate forms, conventions, and techniques *(e.g., produce a video promoting your school to prospective students)*

Using Effective Presentation Skills

3.5 adapt presentation strategies according to the audience's verbal and non-verbal responses to maintain or increase effectiveness of delivery *(e.g., vary tone of voice and use gestures for emphasis when giving a creative performance)*

4. Reflecting on Oral and Oral-Visual Communication Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they found most helpful in interpreting and producing oral and oral-visual communications *(e.g., identify the strategies they used before, during, and after listening to an oral communication that helped them understand its message)*

Setting Goals

4.2 identify their oral communication strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

READING AND INTERPRETATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. identify a variety of reading strategies and use them appropriately before, during, and after reading to understand ideas and information in increasingly challenging texts;
2. identify and describe the form, structure, and stylistic elements in a variety of contemporary literary texts and in informational texts, including media texts, produced for a variety of audiences and purposes;
3. demonstrate a range of critical literacy skills by analysing and assessing overt and implied messages in a text, the author's use of stylistic techniques, and the perspectives presented in the text;
4. analyse their skills as readers and interpreters of texts and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Comprehending and Interpreting

By the end of this course, students will:

Purpose

1.1 choose reading materials that are appropriate for an assigned purpose and adapt their reading style to suit both the purpose and the style of the texts *(e.g., identify and read a variety of informational texts to help them prepare for the written exam required for the G1 driver's licence)*

Demonstrating Understanding

1.2 summarize the main ideas and supporting details in texts, identifying relevant information for an assigned task *(e.g., summarize the information in a newspaper article orally)*

Making Inferences

1.3 develop interpretations of texts, using stated and implied ideas from the texts to support their interpretations *(e.g., summarize the causes of conflicts among the main characters in a novel or play and how the conflicts are resolved)*

Analysing Texts

1.4 analyse the characteristics and elements of style in a variety of texts and explain how they contribute to the meaning of the text and influence the reader's reaction *(e.g., explain the impact of the setting of a mystery novel on its plot, characters, and themes)*

Extending Understanding

1.5 extend understanding of texts by connecting the ideas in them to their own knowledge, experiences, and insights; to other texts; and to the world around them *(e.g., compare a novel with a film version of the novel, focusing on elements of fiction such as plot, characters, and setting)*

2. Understanding Forms and Their Characteristics

By the end of this course, students will:

Fiction/Literature

2.1 read a range of contemporary works of literature from different cultures (short stories, poems, plays, and novels) and explain how the elements of stories *(e.g., plot, theme, conflict, character, setting)* and literary and stylistic devices *(e.g., motif, flashback, foreshadowing, analogy, allusion, connotation/denotation, euphemism)* work together to communicate meaning and enhance their effectiveness

Informational/Persuasive Texts

2.2 read print and electronic magazine articles, simple persuasive essays, and informal essays, and explain how their text features, text patterns, and other characteristics, including the following, help convey information effectively:

- introduction, body, conclusion
- hook/topic sentence
- thesis statement

- structure of arguments/organization of information
- rhetorical devices
- level of language

2.3 read a range of news articles from a variety of print and electronic sources and explain how their text features, text patterns, and other characteristics, including the following, help convey information effectively:
- headline/byline/place line
- lead
- use of 5 Ws *(who, what, where, when,* and *why?)*
- graphics and photographs
- inverted pyramid style (moving from the most important information to the least important)

2.4 read a variety of résumés *(e.g., functional skills, chronological, creative)* and explain how their text patterns *(e.g., headings/subheadings, sections)*, text features *(e.g., boldfacing and other visual elements such as different font sizes)*, and other characteristics convey information in ways that suit the specific purpose of each type of résumé

2.5 read letters of application for a variety of jobs and explain how their text patterns *(e.g., salutation, closing)*, text features *(e.g., different font sizes)*, and other characteristics convey information in ways that suit each of their specific purposes

Media Texts

2.6 interpret a range of videos and print ads for educational campaigns from various media sources *(e.g., the Internet, newspapers)*, explaining how their elements, conventions, and techniques, including the following, vary according to purpose and audience:
- sources
- text layout
- set/camera angles/lighting
- tone and voice

3. Applying Critical Literacy Skills

By the end of this course, students will:

Evaluating Texts

3.1 evaluate the quality and effectiveness of a text, basing their assessment on evidence from the text, on previous knowledge, and on comparisons with other texts *(e.g., assess the effectiveness of a letter of application by critiquing its layout and content and by comparing it with model letters of application)*

Assessing Information

3.2 recognize and challenge false, incomplete, or misleading information and bias, stereotypes, and prejudice in texts *(e.g., analyse music videos and determine whether their song lyrics and visual images promote sexism, violence, or a false concept of beauty)*

Production Perspective

3.3 identify who produces various media texts and determine their interests and/or perspectives, and describe how the texts both shape and reflect values, trends, and behaviour in society *(e.g., analyse how video games are advertised, who their target audience is, and the reasons for their popularity among the members of this audience)*

Author

3.4 explain how the life of an author, including his or her cultural and social background, can influence a text *(e.g., determine whether the authors of* Anne Frank and Me *were influenced by the proliferation of questionable websites in writing their stage play)*

4. Reflecting on Reading and Interpretation Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify the strategies they used before, during, and after reading, and identify which of them were most helpful in interpreting texts *(e.g., identify which of the strategies used while viewing advertisements were most helpful for completing an assigned task)*

Setting Goals

4.2 identify their reading and interpretation strengths and weaknesses, and set goals for strengthening the areas in which they need improvement

WRITING AND REPRESENTATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use a variety of pre-writing strategies to generate ideas and organize texts effectively and according to their purpose and audience;

2. apply strategies to select, organize, and document information for research purposes from a variety of texts and electronic resources;

3. write texts in a variety of forms and for various media, applying their knowledge of the stylistic techniques and other characteristics associated with each form;

4. revise, edit, and publish their texts to refine expression, correct errors, and present their work effectively;

5. analyse their writing and producing strategies and set goals for improvement.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Purpose and Audience

1.1 use a variety of pre-writing strategies to determine a purpose and audience and generate topics for a text, and to develop ideas and arguments for the text and locate information that will support the ideas and arguments *(e.g., brainstorm for possible topics; write a series of questions on a general topic to help them decide on a specific topic and/or develop a thesis; participate in peer discussions to generate ideas for writing and to determine which audience to target)*

Organizing

1.2 sort, classify, and order main and supporting ideas and details by manipulating and organizing them into units that could be used for writing a text *(e.g., put ideas in chronological order in a narrative text)*

2. Researching

By the end of this course, students will:

Planning Their Research

2.1 determine the focus of their research and develop a plan for gathering information *(e.g., narrow the focus of their research by identifying two or three key questions and listing possible sources for investigating the answers)*

Researching and Recording

2.2 locate and select research material, and summarize and/or paraphrase important ideas and information, making records of all sources in order to cite them and avoid plagiarism *(e.g., evaluate electronic resources and reference texts for relevance, accuracy, objectivity, and authority)*

Preparing an Outline

2.3 identify main and supporting ideas and information, and organize key points by determining a logical order in which to present them *(e.g., use chronological order in narrative texts and in presenting a series of events in a report)*

Incorporating Sources

2.4 cite evidence and examples to support ideas and information *(e.g., incorporate a chart to support statistics presented in a news article or a research report)*

Respecting Methodology

2.5 apply the basic elements of a standard method for presenting information in a text, including the title page, table of contents, and references *(e.g., use the MLA [Modern Language Association] or the APA [American Psychological Association] method for citing references)*

3. Applying Knowledge of Forms and Techniques

By the end of this course, students will:

Creative Texts

3.1 write a narrative text *(e.g., skit, one-act play, short story)* that has the standard elements of the form, including the following:
- atomosphere and unity
- action building to a climax
- conflict developed through dialogue
- clearly developed characterization
- stylistic techniques appropriate to the form selected

3.2 write a variety of poems *(e.g., lyric, narrative)* that have the standard elements of poetry, including the following:
- sensory appeal and imagery
- an original theme
- figures of speech and other stylistic techniques *(e.g., alliteration, contrast, onomatopoeia)*

Informational Texts

3.3 write an informal essay on a text under study that:
- uses informal language *(e.g., contractions, colloquialisms)*
- has body paragraphs containing relevant information, opinions, observations, and appropriate transitional devices *(e.g., "first", "next", "finally")*
- has a conclusion that is related to the introduction

3.4 write a news article that:
- contains clear, accurate, and complete information, and is free of irrelevant details
- answers the five Ws *(who, what, where, when,* and *why?)*
- uses the inverted pyramid style (moving from the most important information to the least important)
- uses gender-neutral language

3.5 write letters of application that include:
- a salutation, a body, and a closing
- pertinent information, presented clearly and concisely

3.6 write a résumé that follows a standard style *(e.g., functional skills, chronological, creative)* and that:
- includes standard headings
- includes educational goals, work experience, and a limited amount of personal information
- uses word-processing capabilities for a polished product

Persuasive Texts

3.7 write a multi-paragraph persuasive text that:
- has an opening paragraph that attracts attention and states the topic
- has two or three body paragraphs that enlarge on the topic
- has a closing paragraph that makes a general statement about the topic
- uses gender-neutral language

3.8 write essay-type answers to questions about a work being studied that have:
- an introduction featuring a topic sentence that repeats the key words in the question, and that identifies the work and the author and includes a thesis statement
- two paragraphs that develop the thesis, using direct quotations, key supporting details, relevant examples, and other supporting evidence from the text
- a concluding paragraph that summarizes the key ideas developed and ends with a new perspective on the question or issue

Media Texts

3.9 produce a print ad for an educational campaign that contains:
- an appeal to facts and emotions
- attractive visual elements *(e.g., rich colour, pleasing font and disposition)*
- standard advertising strategies *(e.g., repetition, a slogan, connotation)*

4. Revising, Editing, and Publishing Texts

By the end of this course, students will:

Revising

4.1 make revisions to improve the content, clarity, and interest of their written work, and the appropriateness of its tone, using feedback from the teacher and their peers and focusing on the following:
- clear transitions between ideas and information
- vocabulary that is specific to the topic, and words and phrases that emphasize important ideas or create an impression
- a variety of sentence types and structures that feature both the active and the passive voice
- a range of subordinate conjunctions *(e.g., whenever, because, although)*
- stylistic techniques to achieve particular effects *(e.g., sentence fragments to indicate the distracted state of mind of a character in a one-act play or one who is delivering a soliloquy)*
- elimination of repetition and wordiness
- variety in the way sentences begin

Editing

4.2 edit and proofread their work, using a variety of reference materials *(e.g., print and online dictionaries, thesauruses, glossaries, spell-check programs)* and applying the language conventions listed on page 77

Publishing

4.3 produce neat and legible final drafts, using a variety of technological resources to format their work and enhance its presentation *(e.g., select an appropriate font and the use the formatting features of word-processing software to enhance the presentation of their résumé)*

5. Reflecting on Writing and Representation Skills and Strategies

By the end of this course, students will:

Metacognition

5.1 identify the skills and strategies they used in the process of writing and producing texts *(e.g., determine which of the strategies they used to revise an essay were effective and should be used in the next writing task)*

Setting Goals

5.2 identify their writing and producing skills and weaknesses, and set goals for strengthening the areas in which they need improvement

Language Conventions

In drafting, revising, editing, and proofreading their texts, students will apply their knowledge of the language conventions appropriate for their grade. In this course, students will:

Sentence Structure

- write grammatically correct sentences, avoiding such errors as the following: sentence fragments, comma splices, run-on sentences, and dangling modifiers;
- write simple, compound, complex, and compound-complex sentences of increasing length;
- use a variety of methods for combining clauses in sentences;
- use a variety of sentence types for interest and effect *(e.g., use interrogative and/or exclamatory sentences occasionally)*;

Use of Verbs

- apply rules of subject-verb agreement, including those that apply to compound subjects, indefinite pronouns, and collective nouns;
- use regular and irregular verbs in the present, past, present perfect, and past perfect tenses;
- maintain consistency in the use of verb tenses;

Use of Other Parts of Speech

- apply the rules of subject-verb agreement when using pronouns;
- use a wide variety of transitional words and phrases effectively to link parts of sentences, sentences in paragraphs, and paragraphs;
- use adjectival and adverbial modifiers in various ways *(e.g., adjectives in comparisons: fresh fruit, fresher fruit, the freshest fruit; adverbial clauses to indicate why an action took place: She kept quiet in order to avoid trouble)*;

Capitalization and Punctuation

- use the punctuation and capitalization required for the form they are using *(e.g., dialogue, poetry, a résumé)*;

Spelling

- use a variety of strategies to spell words correctly *(e.g., determine the root of a word; recall the meaning of a word's prefix; use their knowledge of French)*;
- identify words that are confusing because they sound alike *(e.g., principle, principal; see, sea)* or because they differ only slightly in spelling or meaning from words in the French language *(e.g., literature/littérature, development/développement)*.

GLOSSARY

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given grade. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

active listening strategies. Behaviour that helps a person listen intently to and understand spoken language. Examples include: facing the speaker, removing or ignoring distractions, demonstrating attentiveness (e.g., by leaning one's upper body towards the speaker), taking notes and reformulating information (e.g., by paraphrasing, summarizing), waiting to ask questions until the presentation is over or the speaker has asked for questions.

advertisement. A paid notice in the print, broadcast, or electronic media promoting a product or service, usually for sale, or an idea, position, or person (e.g., a political ad for an election campaign).

audience. The intended readers, listeners, or viewers of a particular text; the specific group at which the ideas, information, and/or message in the text are aimed. Also called *target audience.*

blog. A short form for *Web log.* An online forum where people share personal journal entries, opinion articles, and/or photographs with others on a regular basis.

characteristics of text. The typical or defining elements of a text, including the aspects of form and content that are particular to a genre and that reveal an author's purpose or intention. Examples are: the climactic order in a narrative; the return address, date, salutation, and closing typical of a business letter; the slogan, corporate logo, and visual images of an advertisement. Also called *elements of text.*

colloquialism. A word or expression that may be used in everyday conversation, but not in formal speech (e.g., *Don't have a clue*).

connotation. The association a word or phrase evokes beyond its literal (dictionary) meaning.

conventions. Accepted practices or rules in the use of spoken or written language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index). *See also* **text features**.

critical literacy. The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.

debate. A formal discussion in which reasons are advanced for and against a proposition or proposal. Debaters follow rules pertaining to the order in which they present their views and rebut their opponents' views, and are subject to time limits.

descriptive text. A text that describes something or someone, providing concrete and specific details that appeal to one or more of the reader's five senses and often using figurative language.

documentary. A factual and informative account, in a film or a radio or television program, of a political, historical, or socially or culturally significant figure or event. Documentaries often consist of a narrated text accompanied by interviews, photographs, film footage, and/or sound recordings.

editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.

elements of text. See **characteristics of text**.

enunciation. The clear pronunciation of words or parts of words.

essay-type response. A written response that should include the following components: a topic sentence or an introduction that refers to the question; development (body) paragraphs, usually including a quotation, relevant supporting details, or justification of an opinion; and a conclusion. Essay-type responses usually apply to questions about literature.

expository text. A form of text that is used to explain, describe, or inform.

fiction. Literary texts, especially novels and short stories, that describe imaginary events and people.

figure of speech. A word or phrase used in a non-literal way to create a desired effect (e.g., metaphor, simile, personification, oxymoron). *See also* **literary (or stylistic) device**.

five (5) W's. The five basic questions (*who, what, where, when,* and *why*) that provide a framework for recounting personal or factual experiences and retelling stories or events.

fluency. Ease, accuracy, and apparent effortlessness in the flow of speech or writing, usually resulting from practice and from confidence in one's mastery of a language.

form of text. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, account (personal or informational), transcription of or script for an interview, announcement, poetry, argument, position paper, essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, poem, song text, dialogue, label, supported opinion, summary, cartoon caption, log, diary, memoir, journal, riddle, commercial, advertisement, list, survey, word web, chart.

genre. A category in which a literary or other artistic work may be included, on the basis of its style, form, or content (e.g., comedy, drama, science fiction, mystery).

graphic organizer. A visual framework that helps students organize, analyse, synthesize, and assess information and ideas (e.g., a Venn diagram, a word web, a flow chart).

inference. An interpretation made or a conclusion reached about a text by a reader, listener, or viewer using reasoning and based on stated and implied ideas in the text and prior knowledge and experience.

intonation. The rise and fall of the voice or change of pitch that helps convey meaning (e.g., the voice rising at the end of a question).

inverted pyramid. The name used to describe a style of writing, traditionally preferred in journalism, in which the most important information is presented at the beginning of the text (represented by the wide part of the inverted pyramid), and the remaining material is presented in descending order of importance.

jargon. Another word for specialized or technical language, but one that usually carries a negative connotation. Jargon should be avoided, except in a text that is intended for an audience of people who are familiar with, and regularly use, the jargon. *See also* **specialized or technical language**.

level of language. Language that is appropriate to a specific purpose, audience, or situation. Level of language is determined by the level of formality in which a communication occurs, the relationship among the communicators, the purpose of the interaction, and the literacy of the readers or audience.

listening and speaking skills. Skills that include: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect. Examples include: rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism. *See also* **figure of speech**.

literary text. Examples include: story, short story, adventure story, detective story, fable, myth, legend, folk tale, poem, novel, mystery novel, historical novel, fantasy novel, science fiction novel, play, script.

media. The plural of *medium*. A medium is a means of communication. Examples include: print, radio, television, the Internet. *Mass media* refers to the means of communication for a text aimed at a very large audience.

media text. A text that is communicated through a medium. Examples include: advertisement, e-mail, film, video, DVD, clothing, athletic wear, food packaging, action figure, jewellery, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, sports program, documentary, situation comedy (sitcom), television or radio drama, nature program, interview, travelogue, television commercial, cartoon, web page, CD-ROM dictionary, interactive software, multimedia text, blog, database.

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.

modelling. A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.

multimedia presentation. A single work that uses more than one medium to present information and/or ideas: for example, an oral report that includes a slide show, diagrams, and a video or audio clip.

narrative text. A text that recounts events or tells a story. Examples include: short story, novel, personal narrative. Plays and poems that focus on plot and action can also be narrative texts.

non-fiction. Literary texts other than fiction. Examples are: diary, journal, travelogue, essay, report, article, autobiography, biography, reference book.

oral communication. Examples include: greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role-play, drama.

oral-visual communication/presentation. Any form of oral communication that includes visual and/or multimedia elements.

organizational patterns of text. Ways in which texts are structured in different forms or genres of writing. Examples include: time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organizational patterns used together: for example, comparison/contrast and cause/effect). Also called *text patterns*.

pace. The rate at which an activity such as speaking or reading proceeds.

persuasive or argumentative text. A text in which the speaker, writer, or producer attempts to convince his or her audience of an idea or point of view by presenting a combination of facts and opinions and, in visual versions of the form, elements such as graphics and pictures that are intended to enhance the persuasiveness of the text (e.g., photographs that appeal to the viewer's emotions).

pitch. The level (i.e., high, low, somewhere between high and low) of a sound or tone.

point of view. An opinion about or attitude towards a subject that may be stated or implied in a text. Examining a writer's/producer's point of view often reveals an underlying set of values or a bias. *Point of view* is also a literary term used for the position of the narrator in relation to a story; thus, the vantage point from which events are seen (e.g., omniscient, third-person, or first-person point of view).

print and electronic resources. Information and reference material in print or electronic media. Examples include: dictionaries, thesauruses, atlases, and encyclopaedias, including those on CD-ROMs; databases; spell- and grammar-check programs and computer-graphics programs; models for writing (e.g., stories or essays by published writers) and style guides; books (fiction and non-fiction), newspapers, magazines, and reports; television programs, audio and video recordings, and films.

process approach (oral presentation). Developing and delivering an oral presentation by following a process, independently or collaboratively, that comprises several stages: generating ideas (e.g., through discussions, brainstorming); planning (e.g., preparing an outline, selecting an appropriate method of delivery); reviewing material (to ensure that it is organized logically and functions as a unified whole, and that the form of delivery chosen is appropriate); rehearsing (e.g., into a tape recorder, in front of a mirror, in front of family or friends), evaluating feedback from anyone who has witnessed the rehearsal, and making changes where necessary; delivering the presentation (interacting appropriately with the audience and capturing and maintaining audience interest); and reflecting on and evaluating one's own performance and constructive feedback from the audience.

proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation.

reading strategies. Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-solving strategies. Good readers use a combination of these strategies, while maintaining a focus on developing and deepening their understanding of a text.

research report. An oral or written text that presents a topic or thesis, summarizes and analyses ideas and information about the topic or thesis that have been collected from print and electronic resources (documenting the sources), and presents the speaker's or author's conclusions.

revising. The process of making major changes to the content, structure, and wording of a draft to improve the organization of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **editing, proofreading, writing process**.

rhetorical devices and techniques. Elements of style used in speech or writing to achieve special effects, usually in order to persuade, interest, or impress an audience (e.g., rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause).

script. The written text of a skit, play, television or radio program, or movie.

specialized or technical language. Words and phrases that have a particular meaning because of the context in which they are used or that are specific to a trade or profession (e.g., film-making terms such as *close-up* and *fade-out*). *See also* **jargon**.

strands. The three major areas of language use into which the English curriculum is organized: Oral and Oral-Visual Communication, Reading and Interpretation, and Writing and Representation.

style. The specific expressive and aesthetic ways in which an author, speaker, or performer conveys ideas. Elements of style include diction, figurative language and other literary (or stylistic) devices, sentence and paragraph structure, tone, and point of view.

target audience. See **audience**.

text. A means of communication that uses words, graphics, sounds, and/or images in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical and design characteristics of a text that clarify and support the meaning of the text or that help readers and viewers locate the information they want in a text (e.g., title, table of contents, headings, subheadings, bold and italic fonts, illustrations, sidebars, text boxes, glossary).

text patterns. See **organizational patterns of text**.

thesis. The proposition put forward by a writer of a non-fiction text, for example, in an essay. The thesis usually appears at the beginning of a work and is then developed or proved by the author in the text that follows.

tone. A manner of speaking or writing that reveals the speaker's or author's attitude towards a subject and/or audience.

topic sentence. The sentence in a text or in a section or paragraph of the text, often placed at the beginning, that states the main idea or thesis of the text, section, or paragraph.

transitional device. A writing strategy that enhances coherence and unity. Examples are: an adverb or phrase that indicates a logical connection between two sentences, ideas, or paragraphs (e.g., the conjunctive adverb *however* between two independent clauses; numerical adverbs such as *first* and *second*); repetition of a key idea.

visual and/or multimedia aids. The means of producing particular effects using voice, images, and sound to support the messages or themes in a text. Examples include the use of: colour, voice-over narration, animation, simulation, variations in camera angles or distance, fading in and out of sounds or images, hot links and navigation buttons on a website, live action, special effects, variations in speed or pace, motion, flashbacks, collages, dialogue, variations in size and type of lettering or size of images, sequencing of sounds and images, speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, graphics, symbols, logos, props (e.g., costumes, furnishings), aspects of design and layout, credits, details of sponsorship.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: planning for writing, drafting the text, revising, editing, proofreading, and publishing.

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